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ABSTRACT

Periodic follow-up evaluative studies are conducted on basic and advanced teacher education graduates of Bowling Green State University (Ohio). These studies are made to elicit input from graduates regarding the programs they recently completed, and to evaluate their success in the educational careers for which they were prepared. Data is also gathered by the surveys to respond to demands by various accrediting agencies. One set of questions was sent to a large sample of the graduates of advanced programs who received their degrees between 1976 and 1980. These questions gathered the graduates' evaluations of the programs they completed at the school. A second questionnaire, addressed to the same population, collected data regarding on-the-job effectiveness of the advanced graduates. Responses to both sets of questions are presented in tables, and analyses of the responses are provided. Copies of the questionnaires are appended. (JD)

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The Follow-Up of a Sample of the 1976-80 Advanced Graduates

College of Education
Bowling Green State University

January, 1982

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SP 026 389

A Follow-Up of a Sample of the 1976-80 Advanced Graduates

College of Education
Bowling Green State University

A Report Presented to the
Faculty of the Advanced Programs

Prepared by

Office of Educational Research & Services
College of Education
Fred L. Pigge, Director

January, 1982

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PART I

INTRODUCTION

Part I attempts to give the reader an overview of the reasons for systematic follow-ups of advanced graduates and the procedures used in collecting the data for the present study.

Section IA

WHY?

The personnel of the Office of Educational Research and Services are charged with the responsibility of coordinating periodic follow-up evaluative studies of the basic and advanced teacher-education graduates in the College of Education. There are two primary reasons for conducting these types of studies. First, the College of Education values the input provided by its graduates regarding the programs they recently completed and knowing whether the graduates are successful in the educational careers for which we prepared them. Secondly, this type of data gathering is demanded by our various accrediting agencies, namely, the State of Ohio, National Council for Accreditation of Teacher Education (NCATE) and North Central Association of Colleges and Schools (NCA).

In this regard, the following quotations are found on pages 25 and 29 of NCATE's Standards for the Accreditation of Teacher Education, May, 1977.

> . What strengths and weaknesses in the design and experiences of the teacher education programs are revealed as a result of evaluations prepared by ..... graduates of the programs, educational supervisors, public school administrators, and employers? (page 25)

- What does the institution do to ensure that results and findings obtained about the programs are translated into appropriate changes and program modification? (page 25)

- What evidence indicates that the evaluation of graduates ... have had an influence on program development? (page 25)

- What does the institution do to ensure that the results obtained from evaluating its graduates are translated into appropriate program modifications? (page 29)

The personnel of OERS and representatives of the various program areas attempted to devise instruments and procedures which were then assumed to be legitimate ways of capturing the graduates' perceptions of selected but difficult-to-gauge outcomes of the various advanced programs. As with all evaluation endeavors, the present evaluators had to narrow down and then decide upon a specific set of questions or issues to investigate. It was decided that attempting to gather data on each of the many many sub-factors of 14 different advanced programs would be foolhardy indeed.

OERS requested the program areas to provide input into the questions and formats of the questionnaires. OERS then constructed the questionnaires, distributed and collected them, and analyzed the graduates' and supervisors' responses. The final product is this report. Hopefully, the present evaluation results can help guide faculty in determining various strengths and weaknesses of their advanced programs.

Section IB

INSTRUMENT CONSTRUCTION

Two sets of instruments were constructed for the evaluative follow-up of the advanced graduates.

SET I.

One set consisted of six pages and was sent to a large sample of the graduates of our advanced programs. These students received their advanced degrees between 1976 and 1980. The primary purpose of this instrument was to gather the graduates' evaluations of the programs they had just recently completed at B.G.S.U. This instrument was composed of the following parts:

A. "General Information"

B. "Evaluative Input Regarding Selected Objectives of Your Specific Major" (There were 14 different and distinct Part B inserts — one for each of our advanced programs. For example, the Business Education graduates were sent the Business Education Part B section, the Elementary Education graduates were sent the Elementary Education section, etc.)

C. "Evaluative Input Regarding "Non-Major" Courses and/or Experiences in Your Advanced Program"

D. "Miscellaneous Observations and Summary"

The objectives listed in the Part B sections were developed by the faculty in the various program areas. The instrument, for each objective or program competency, attempted to ascertain the graduate's perception of his/her proficiency in that area prior to the start of the advanced program and also at the end of the program. An attempt was also made to ascertain the graduate's need or the usefulness of each competency area in coping with his/her normal work load.

The items presented in Part C attempted to gather evaluations from the graduates regarding program competencies related to research methods/findings, multicultural education, and humanistic/behavioral studies.

Part D attempted to gather evaluations related to such areas as:

1. Academic advising
2. Career and placement center
3. Library materials and services
4. University service offices
5. Field experiences
6. Graduate professors and curriculum

A copy of this total instrument along with the 14 Part B inserts is presented as Appendix 1 in the present report. (The original instrument was typeset on a 17" x 11" sheet of paper folded in half which gave 4 pages 8½" x 11". The Part B insert was one page 8½" x 11" printed on both sides. The total instrument was 6 pages in length and printed on green paper.) Construction of the instrument began at the start of the Fall Quarter (1980) and was completed by the end of the Winter Quarter (1981). The instrument was distributed to the sample of graduates during the Spring Quarter, 1981.

SET 2

The second instrument was devised to collect data regarding on-the-job effectiveness of the advanced graduates. It was entitled, "An Appraisal of the Job Performance of a Recent Graduate of an Advanced Program at Bowling Green State University." It primarily consisted of two parts:

1. An item attempting to ascertain the graduate's total effectiveness in performing the duties related to his/her job title/ description, and
2. A set of 18 items related to specific job competencies.

This instrument was sent to the supervisors of the advanced graduates. A copy of the instrument is presented as Appendix 2 of the present report.

Section IC

The Sample, Procedures, and Return Rates

The Office of Alumni Affairs was contacted during the summer of 1980 regarding the availability of current addresses of the graduates of the advanced education programs from 1976 to 1980. As the data presented on the next page indicate, the Alumni Office provided labels for 887 of these graduates. (It is estimated that these 887 were 75 to 80% of all the students who had graduated with advanced degrees in teacher education. It is not possible to pull out of the Alumni records the students with both undergraduate as well as graduate degrees from BGSU. The records are coded with the student's initial BGSU degrees.)

It is further estimated, judging from returned envelopes marked "address not valid", that approximately 6 to 10% of the Alumni addresses were not valid. Thus, the sample for the present follow-up study was approximately 800. We received a total of 445 returns which is translated to a return rate of 56%.

BASIC DATA RELATED TO FOLLOW-UP OF 1976-80 ADVANCED GRADUATES

Major		Number of Identified 1976-80 Graduates (with Alumni Addresses)	Estimate of 6-10% Wrong Addresses Etc.	Valid Sample	Approx # of Graduate Returns	Rate	# of Supervisor Returns
162	Bus Educ	47	4	43	28	65%	19
200	CTE	81	8	73	39	53%	29
268	Media	26	3	23	15	65%	9
270	Elem Educ	114	10	104	55	53%	54
380	G & C	101	10	91	52	57%	45
405-10	HPER	101	10	91	35	38%	24
705	Reading M.Ed.	95	10	85	66	78%	41
705	Reading Ed. Sp.	9	1	8	4	50%	2
810	EDAS, M.Ed.	157	15	142	76	54%	70
810	EDAS, Ed. Spc.	17	2	15	10	67%	8
810	EDAS, Ph.D.	22	2	20	14	70%	12
815	School Psy	25	2	23	10	43%	11
825	Sec. Educ	37	4	33	19	58%	17
855	Spec Educ	55	5	50	22	44%	14
		887	86	801	445	56%	360

In addition, rating forms were received from 360 supervisors.

The questionnaires were mailed to the graduates during late March, early April, 1981. After approximately two weeks, a post-card reminder was sent to all non-respondents. Supervisor forms were also sent during this time period to all the names given by the advanced graduates (see last item on questionnaire).

During late April-early May, 1981, a complete package of materials was sent to each non-respondent (graduate's questionnaire, supervisor's form, and accompanying cover letters.) These non-respondents were asked to complete the questionnaire and to distribute the supervisor's form to their supervisors.

Section ID

Occupational Areas of the Advanced Graduates

The advanced graduates were asked to denote an answer to the following question: Are you presently working in the area of your advanced degree? Their responses are noted on the next page.

For example, this page of data reveal that 90% of the elementary education graduates were working in the area of elementary education--that 36% of the EDAS masters graduates were working in the area of administration/ supervision, etc.

Overall, 66% of the respondents were working in the area of their advanced degrees.

Are you presently working in the area of your advanced degree?

Major			Yes			No	
Code	**Degree**	**Name**	f	%		f	%
162	M.Ed.	Business Education	19	95		1	5
200	M.Ed.	C.T.E.	20	74		7	26
268	M.Ed.	Media	5	42		7	58
270	M.Ed.	Elementary Educ	44	90		5	10
380	M.Ed.	Guidance & Couns	24	56		19	44
405 410	M.Ed.	HPER	22	79		6	21
705	M.Ed.	Reading	33	64		19	37
705	Spec.	Reading	1	33		2	67
810	M.Ed.	EDAS	22	36		40	65
810	Spec.	EDAS	1	20		4	80
810	Ph.D.	EDAS	8	73		3	27
815	M.Ed.	School Psyc	10	100		0	0
825	M.Ed.	Secondary Educ	11	79		3	21
855	M.Ed.	Special Educ	14	82		3	18
Totals			234	66		119	34

Section IE

Reasons for Pursuing Graduate Degree

The graduate students were asked to respond to the following question:

#9. Why did you decide to work toward an advanced degree? (Please rank as many responses as you desire -- "1" to indicate the primary reason, "2" to indicate the second reason, etc.).

______a. To improve my teaching effectiveness.
______b. To increase my salary.
______c. To increase/broaden my knowledge.
______d. To obtain a permanent teaching certificate.
______e. To obtain tenure.
______f. To obtain certificate for another position.
______g. For enhanced prestige and status.
______h. Other ______________________________

The table presented on the next page summarizes the ranks given by the past students to the seven listed reasons for attending graduate school. The data in the table is self-explanatory and only one example of reading the table is given.

The total group of respondents gave the following ranks to the listed reasons for attending graduate school:

Importance	Reasons
1	Another certificate
2	Increase knowledge
3	Improved teaching effectiveness
4	Increased salary
5	To obtain permanent teaching certificate
6	To obtain tenure
7	For enhanced prestige/status

Ranks of Reasons For Attending Graduate School

Major	Col 28 Improved Teaching Effectiveness	Col 29 Increased Salary	Col 30 To increase/ broaden knowledge	Col 31 To obtain permanent teaching certificate	Col 32 To obtain tenure	Col 33 To obtain certificate for another position	Col 34 For enhanced prestige/status
	Reasons and Ranks						
Bus. Education	3	1	2	5	7	4	6
CTE	3	2	1	5	7	4	6
Media	1.5	1.5	3	5.5	5.5	4	7
Elem Education	1	2	3	4	6	5	7
Guid & Couns	4	2.5	2.5	6	7	1	5
HPER	2	5	1	4	6	3	7
Reading M.Ed.	1	5	2	4	6	3	7
Ed. Adm. M.Ed	4	2	3	6	5	1	7
School Psyc	-	3	2	-	-	1	4
Secondary Ed	2	1	4	5	3	7	6
Special Educ	1	3	2	7	6	4	5
Reading Ed.S.	2	4	1	5	-	6	3
EDAS Ed.S.	2	5	1	6	7	3	4
EDAS Ph.D.	4	5.5	1	-	5.5	2	3
TOTAL	3	4	2	5	6	1	7

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Part II

The Findings

This section of the report is composed of 5 sub-sections:

A. An Analysis of the Responses Given By the Graduates of Each Program to the Program Specific Statements Presented Via Part B of the Questionnaire

B. An Analysis of Part C of the Questionnaire

C. An Analysis of Part D of the Questionnaire

D. A Listing of the Students' Comments

E. An Analysis of the Supervisors Ratings Given to the Advanced Graduates

Section IIA

An Analysis of the Responses Given By the Graduates of Each Program to the Program Specific Statements Presented Via Part B of the Questionnaire

The faculty in each of the advanced programs provided OERS with a selected number of objectives or competencies related specifically to an individual program.

Graduate input as to their status prior to the start of the advanced program and their status at the conclusion of their degree work was obtained for each of the objectives. Data was also collected regarding the need or value of this objective in the program.

The findings, per program area, are presented by tables and graphs.

Major: Business Education Insert

1. Understand the history of business and/or distributive education and its relationship to current and projected trends.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	18	9	32	11	39	3	11	0	0	2.43
Proficiency End	0	0	0	0	7	25	16	57	5	18	3.93
Need	0	0	2	8	8	31	9	35	7	27	3.81

2. Understand alternatives in teaching: programmed instruction, team teaching, disadvantaged and talented students, open classroom simulation, and career education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	13	46	9	32	5	18	1	4	2.79
Proficiency End	0	0	0	0	9	32	12	43	7	25	3.93
Need	0	0	0	0	8	31	10	39	8	31	4.00

3. Understand curricula for distributive and/or business education at the public comprehensive high school, vocational school, and private schools.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	4	10	36	11	39	4	14	2	7	2.86
Proficiency End	1	4	0	0	3	11	14	50	10	36	4.14
Need	0	0	2	8	1	4	11	42	12	46	4.27

4. Understand administrative principles and practices in business and/or distributive education programs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	14	10	36	10	36	2	7	2	7	2.57
Proficiency End	0	0	2	7	10	36	11	39	5	18	3.68
Need	1	4	1	4	8	31	8	31	8	31	3.81

5. Keep current in occupational and educational changes.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	5	19	15	56	6	22	1	4	3.11
Proficiency End	0	0	0	0	3	11	16	59	8	30	4.19
Need	0	0	0	0	0	0	9	35	17	65	4.65

Major: Business Education (continued)

6. Establish a personal and viable philosophy of business and/or distributive education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	11	8	29	12	43	5	18	0	0	2.68
Proficiency End	0	0	0	0	8	29	14	50	6	21	3.93
Need	0	0	1	4	7	27	9	35	9	35	4.00

7. Identify opportunities for professional growth and development.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	4	6	21	13	46	8	29	0	0	3.00
Proficiency End	0	0	0	0	5	18	16	57	7	25	4.07
Need	0	0	0	0	5	19	11	42	10	39	4.19

8. Understand how the vocational business and office education and/or distributive education programs are organized at the secondary level.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	14	3	11	10	36	7	25	4	14	3.14
Proficiency End	0	0	1	4	2	7	11	39	14	50	4.36
Need	1	4	3	12	0	0	8	31	14	54	4.19

9. Develop a research proposal.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	18	64	10	36	0	0	0	0	0	0	1.36
Proficiency End	0	0	2	7	6	21	10	36	10	36	4.00
Need	2	8	7	27	7	27	5	19	5	19	3.15

10. Critically interpret research in business and/or distributive education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	37	15	56	2	7	0	0	0	0	1.70
Proficiency End	0	0	3	11	7	26	12	44	5	19	3.70
Need	1	4	3	12	11	44	6	24	4	16	3.36

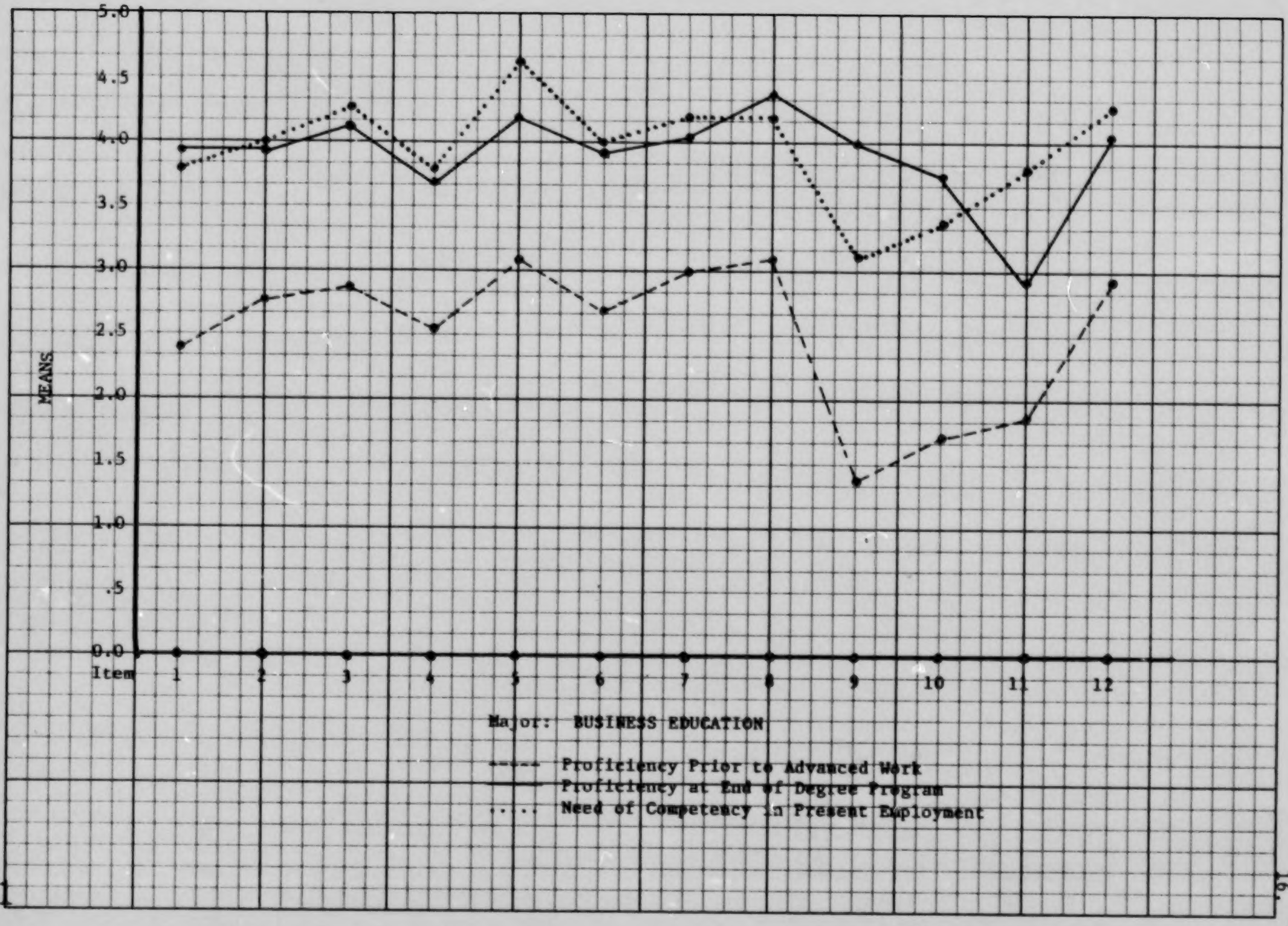
Major: Business Education (continued)

11. Understand the organization and operation of word processing centers.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	15	54	5	18	6	21	1	4	1	4	1.86
Proficiency End	3	11	6	21	11	39	6	21	2	7	2.93
Need	1	4	4	15	3	12	9	35	9	35	3.81

12. Help students understand their role as consumers in the American economy.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	7	25	15	54	6	21	0	0	2.96
Proficiency End	0	0	1	4	4	14	15	54	8	29	4.07
Need	0	0	0	0	7	27	5	19	14	54	4.27



6 Squares to the Inch

Major: CTE

1. Your knowledge of the principles, objectives, purposes and roles of various career education programs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	26	20	51	9	23	0	0	0	0	1.97
Proficiency End	0	0	1	3	16	41	16	41	6	15	3.69
Need	4	10	5	13	14	36	10	26	6	15	3.23

2. Your knowledge of the current practices, related theory, and the historical development of industrial and/or home economics education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	18	17	44	9	23	6	15	0	0	2.36
Proficiency End	0	0	5	13	10	26	16	41	8	21	3.69
Need	8	22	5	14	11	30	8	22	5	14	2.92

3. Your knowledge of the principles and procedures in evaluating programs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	13	18	46	13	33	3	8	0	0	2.36
Proficiency End	0	0	2	5	6	15	20	51	11	28	4.03
Need	0	0	2	5	5	14	10	27	20	54	4.30

4. Your knowledge of the principles and procedures in evaluating student growth.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	5	13	33	18	46	6	15	0	0	2.72
Proficiency End	0	0	1	3	8	21	20	51	10	26	4.00
Need	4	11	1	3	6	16	9	24	17	46	3.92

5. Your knowledge of the principles and procedures in evaluating teacher behavior.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	6	15	15	39	16	41	2	5	0	0	2.36
Proficiency End	0	0	3	8	9	23	20	51	7	18	3.79
Need	3	8	3	8	8	22	17	46	6	16	3.54

Major: CTE (continued)

6. Your ability to apply the procedures related to #'s 3, 4, and 5 above.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	18	17	44	12	31	3	8	0	0	2.28
Proficiency End	0	0	2	5	11	28	18	46	8	21	3.82
Need	2	5	1	3	6	16	18	49	10	27	3.89

7. Your competence for the interpretation, utilization or preparation and development of research information.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	15	39	19	49	4	10	1	3	0	0	1.77
Proficiency End	0	0	1	3	10	26	21	54	7	18	3.87
Need	0	0	5	14	7	19	15	41	10	27	3.81

8. Your ability to critically analyze existing curriculum patterns or trends.

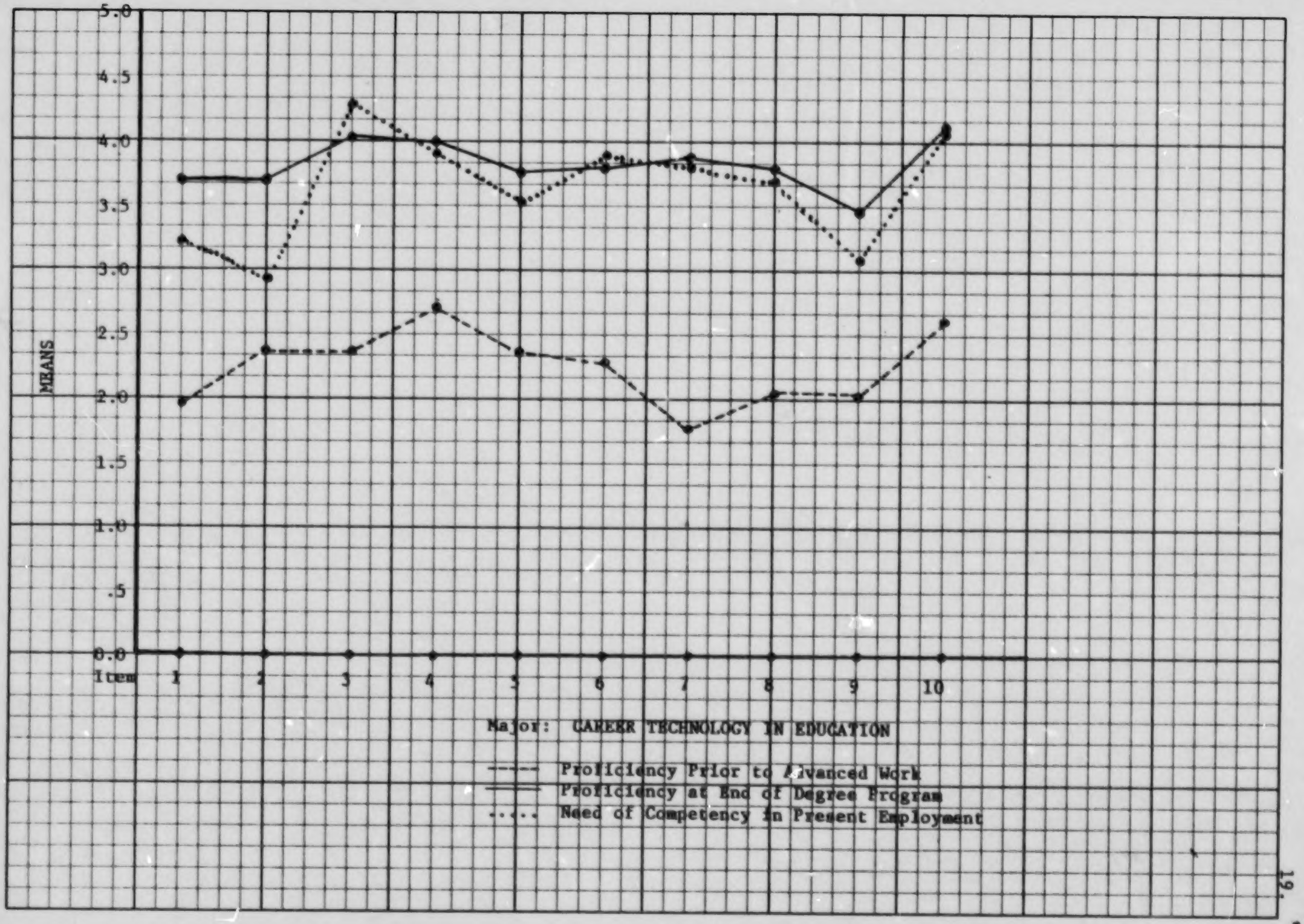
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	12	31	16	41	7	18	4	10	0	0	2.08
Proficiency End	0	0	2	5	14	36	12	31	11	28	3.82
Need	2	5	5	13	7	18	13	34	11	29	3.68

9. Your ability to cope with possible adoption problems relating to specific programs within career and technology education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	29	16	42	10	26	1	3	0	0	2.03
Proficiency End	0	0	5	14	14	38	13	35	5	14	3.49
Need	4	11	6	17	13	36	8	22	5	14	3.11

10. The knowledge and skills that you were exposed to while enrolled in the four or more courses of your area of concentration.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	5	15	39	18	46	4	10	0	0	2.62
Proficiency End	0	0	1	3	6	15	18	46	14	36	4.15
Need	1	3	0	0	5	13	19	50	13	34	4.13



Major: CAREER TECHNOLOGY IN EDUCATION

Major: Educational Media Insert

1. The purposes of a school library/media center.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	36	3	21	3	21	2	14	1	7	2.36
Proficiency End	0	0	0	0	1	7	4	29	9	64	4.57
Need	0	0	1	7	1	7	6	43	6	43	4.21

2. Professionalism, as developed from exposure to segments of your master's degree, such as: professional ethics, journals, and associations.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	21	4	29	7	50	0	0	0	0	2.29
Proficiency End	0	0	0	0	2	14	6	43	6	43	4.29
Need	1	7	0	0	4	29	7	50	2	14	3.64

3. General reference tools and how to use them.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	14	6	43	4	29	0	0	2	14	2.57
Proficiency End	0	0	0	0	1	7	3	21	10	71	4.64
Need	1	7	1	7	1	7	6	43	5	36	3.93

4. Critically evaluate, select, and order print and non-print materials for a school library/media center.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	64	3	21	2	14	0	0	0	0	1.50
Proficiency End	0	0	1	7	0	0	8	57	5	36	4.21
Need	1	7	0	0	1	7	4	29	8	57	4.29

5. Organize materials in a school library/media center for efficient access and utilization.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	50	4	29	2	14	0	0	1	7	1.86
Proficiency End	0	0	0	0	1	7	6	43	7	50	4.43
Need	2	14	0	0	2	14	4	29	6	43	3.86

Major: Educational Media (continued)

6. Print and non-print materials suitable for various age and ability levels.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	39	1	8	5	39	2	15	0	0	2.31
Proficiency End	0	0	0	0	0	0	8	62	5	39	4.38
Need	0	0	1	8	1	8	6	46	5	39	4.15

7. Employ audiovisual teaching techniques.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	21	4	29	4	29	3	21	0	0	2.50
Proficiency End	0	0	0	0	3	21	4	29	7	50	4.29
Need	0	0	1	7	4	29	5	36	4	29	3.86

8. Plan and produce a variety of instructional materials to help students meet specific behavioral objectives.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	6	43	4	29	1	7	3	21	0	0	2.07
Proficiency End	0	0	1	7	3	21	4	29	6	43	4.07
Need	1	7	1	7	4	29	5	36	3	21	3.57

9. Motivate pupils and teachers to utilize media.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	36	4	29	3	21	2	14	0	0	2.14
Proficiency End	0	0	0	0	2	14	5	36	7	50	4.36
Need	0	0	0	0	4	29	3	21	7	50	4.21

10. Coordinate and supervise library/media programs within a school district.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	12	86	1	7	0	0	1	7	0	0	1.29
Proficiency End	0	0	2	14	5	36	7	50	0	0	3.36
Need	4	29	2	14	4	29	2	14	2	14	2.71

Major: Educational Media (continued)

11. Find and utilize pertinent research studies related to school media programs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	57	6	43	0	0	0	0	0	0	1.43
Proficiency End	0	0	1	7	3	21	7	50	3	21	3.86
Need	1	7	6	43	3	21	3	21	1	7	2.79

12. To prepare students to work with others (faculty and students) to effectively utilize instruction materials.

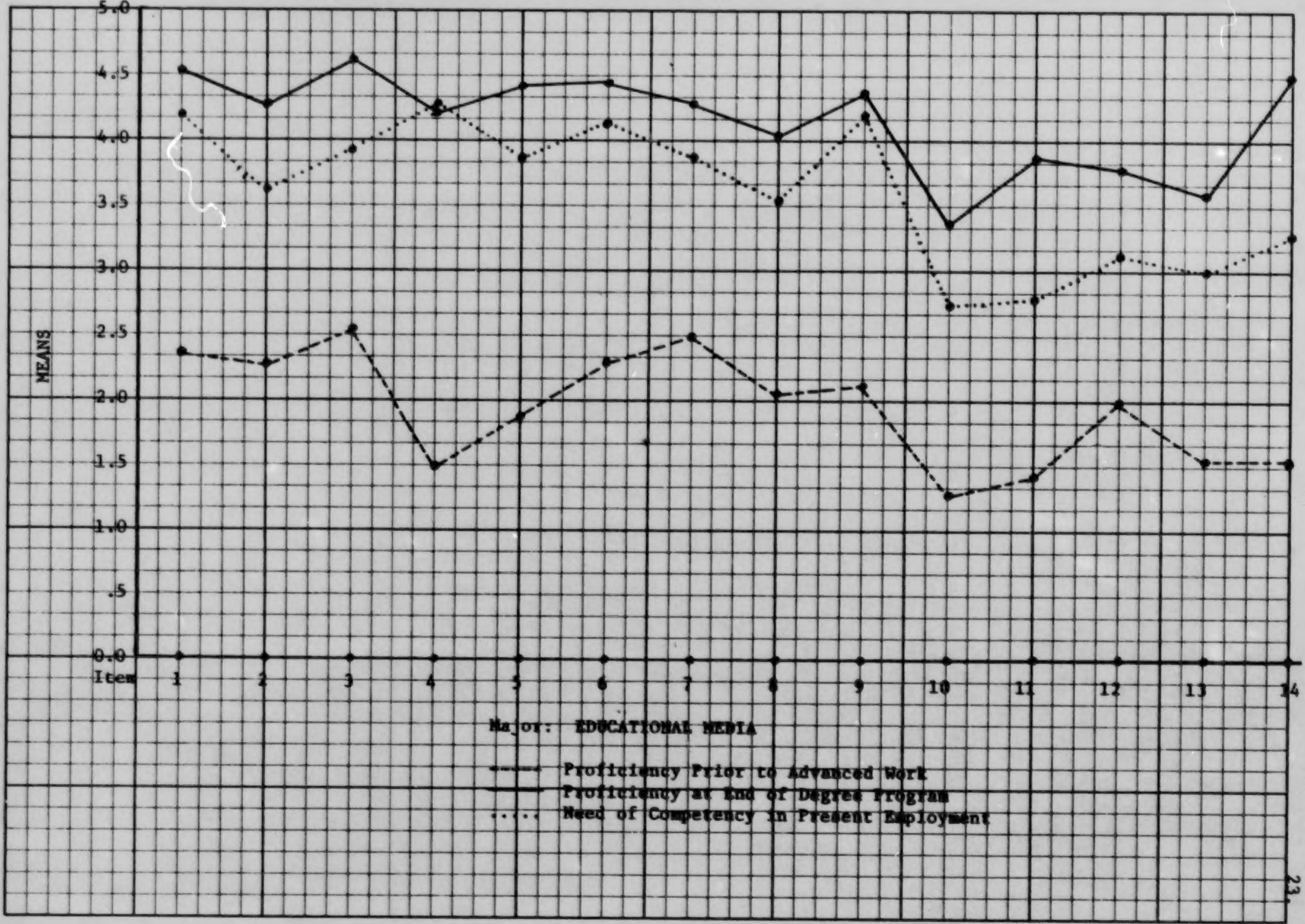
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	36	5	36	3	21	1	7	0	0	2.00
Proficiency End	0	0	1	7	3	21	8	57	2	14	3.79
Need	0	0	4	31	4	31	4	31	1	8	3.15

13. To prepare students to work with others (faculty and students) to plan and produce instructional materials to meet specific learning needs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	64	2	14	3	21	0	0	0	0	1.57
Proficiency End	0	0	2	14	4	29	6	43	2	14	3.57
Need	1	7	4	29	3	21	6	43	0	0	3.00

14. Function as a school library/media specialist.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	71	2	14	1	7	0	0	1	7	1.57
Proficiency End	0	0	0	0	1	7	5	36	8	57	4.50
Need	4	29	0	0	3	21	2	14	5	36	3.29



6 Squares to the Inch

Major: Elementary Education

1. Utilize foundations of American education through analyzing and synthesizing ideas from one of the following areas: (1) traditional and modern philosophies of education; (2) historical development of education; or (3) comparative educational systems.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	12	22	25	46	15	28	2	4	0	0	2.13
Proficiency End	1	2	6	11	23	43	21	39	3	6	3.35
Need	7	14	16	31	15	29	11	21	3	6	2.75

2. Utilize the following concepts related to the design and development of curriculum in planning elementary school programs:

(a) Scope

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	0	27	49	17	31	4	7	2	4	2.47
Proficiency End	0	0	2	4	24	44	23	42	6	11	3.60
Need	1	2	2	4	15	28	21	39	15	28	3.87

(b) Sequence

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	4	29	53	17	31	5	9	2	4	2.56
Proficiency End	0	0	1	2	23	42	23	42	8	15	3.69
Need	1	2	2	4	16	30	17	32	17	32	3.89

(c) Integration

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	7	29	53	16	29	4	7	2	4	2.47
Proficiency End	1	2	1	2	26	47	19	35	8	15	3.58
Need	2	4	2	4	13	25	21	40	15	28	3.85

(d) Continuity

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	7	24	44	21	38	5	9	1	2	2.55
Proficiency End	0	0	3	6	23	42	24	44	5	9	3.56
Need	1	2	3	6	13	24	23	43	14	26	3.85

Major: Elementary Education (continued)

(e) Evaluation

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	6	26	47	18	33	6	11	2	4	2.60
Proficiency End	0	0	2	4	18	33	27	49	8	15	3.75
Need	1	2	1	2	9	17	23	43	20	37	4.11

3. Apply principles from the following areas during the process of curriculum development:

(a) Human growth and development

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	7	14	26	27	49	10	18	0	0	2.78
Proficiency End	0	0	1	2	6	19	33	60	12	22	4.02
Need	0	0	1	2	9	17	19	35	25	46	4.26

(b) Social forces

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	2	22	40	25	46	7	13	0	0	2.69
Proficiency End	0	0	3	6	15	28	29	54	7	13	3.74
Need	0	0	5	9	10	19	22	41	17	31	3.94

(c) Philosophy

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	13	24	24	44	14	26	4	7	0	0	2.16
Proficiency End	1	2	8	15	23	42	18	33	5	9	3.33
Need	3	6	8	15	20	37	15	28	8	15	3.31

(d) Research

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	20	37	23	43	8	15	3	6	0	0	1.89
Proficiency End	2	4	3	6	24	44	20	37	5	9	3.43
Need	5	9	6	11	19	36	19	36	4	8	3.21

Major: Elementary Education (continued)

(e) History of education or history of specific areas.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	20	23	43	17	32	3	6	0	0	2.22
Proficiency End	2	4	9	17	19	35	18	33	6	11	3.31
Need	6	11	13	25	21	40	10	19	3	6	2.83

4. Show a functional knowledge of several theoretical frameworks for understanding and interpreting human development through the life span (e.g., Erikson's psychosocial theory and Piaget's cognitive theory) and apply these theories to teaching elementary school-age children.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	15	28	23	43	15	28	1	2	0	0	2.04
Proficiency End	0	0	2	4	19	35	21	39	12	22	3.80
Need	2	4	2	4	10	19	19	36	20	38	4.00

5. Identify the roles which teachers and schools might play in various aspects of child and adolescent development and your knowledge and ability to apply strategies for facilitating the development.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	2	21	39	27	50	5	9	0	0	2.67
Proficiency End	0	0	3	6	15	28	26	48	10	19	3.80
Need	1	2	2	4	3	6	26	49	21	40	4.21

6. Demonstrate knowledge and thinking of current writers in such areas as:

(6a) Moral development

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	12	22	24	44	16	30	2	4	0	0	2.15
Proficiency End	2	4	4	7	24	44	20	37	4	7	3.37
Need	1	2	3	6	14	28	22	43	11	22	3.76

(6b) Aggressive behavior

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	19	24	46	16	31	2	4	0	0	2.19
Proficiency End	1	2	3	6	25	47	20	38	4	8	3.43
Need	1	2	2	4	11	22	20	40	16	32	3.96

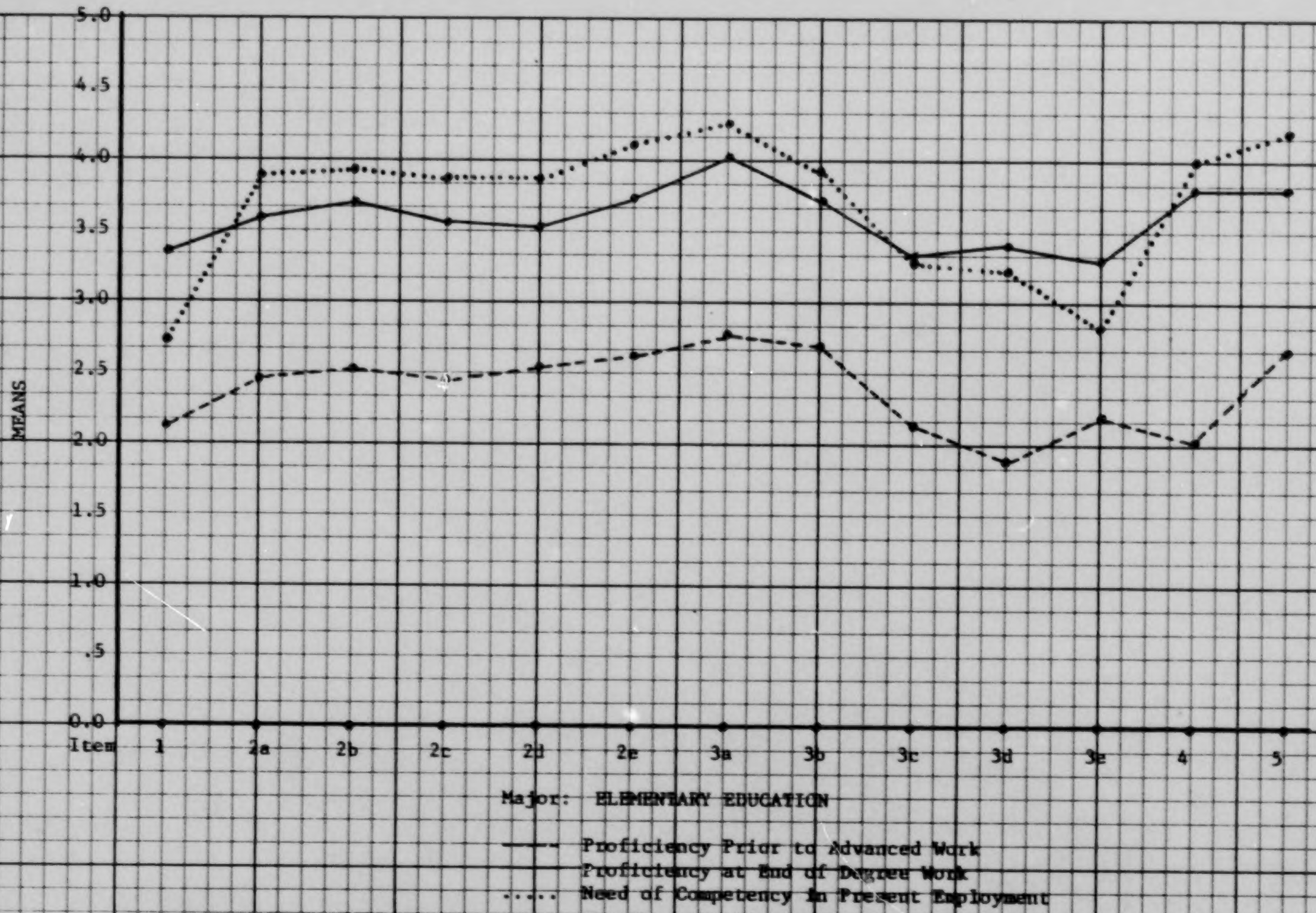
Major: Elementary Education (continued)

(6c) Motivation

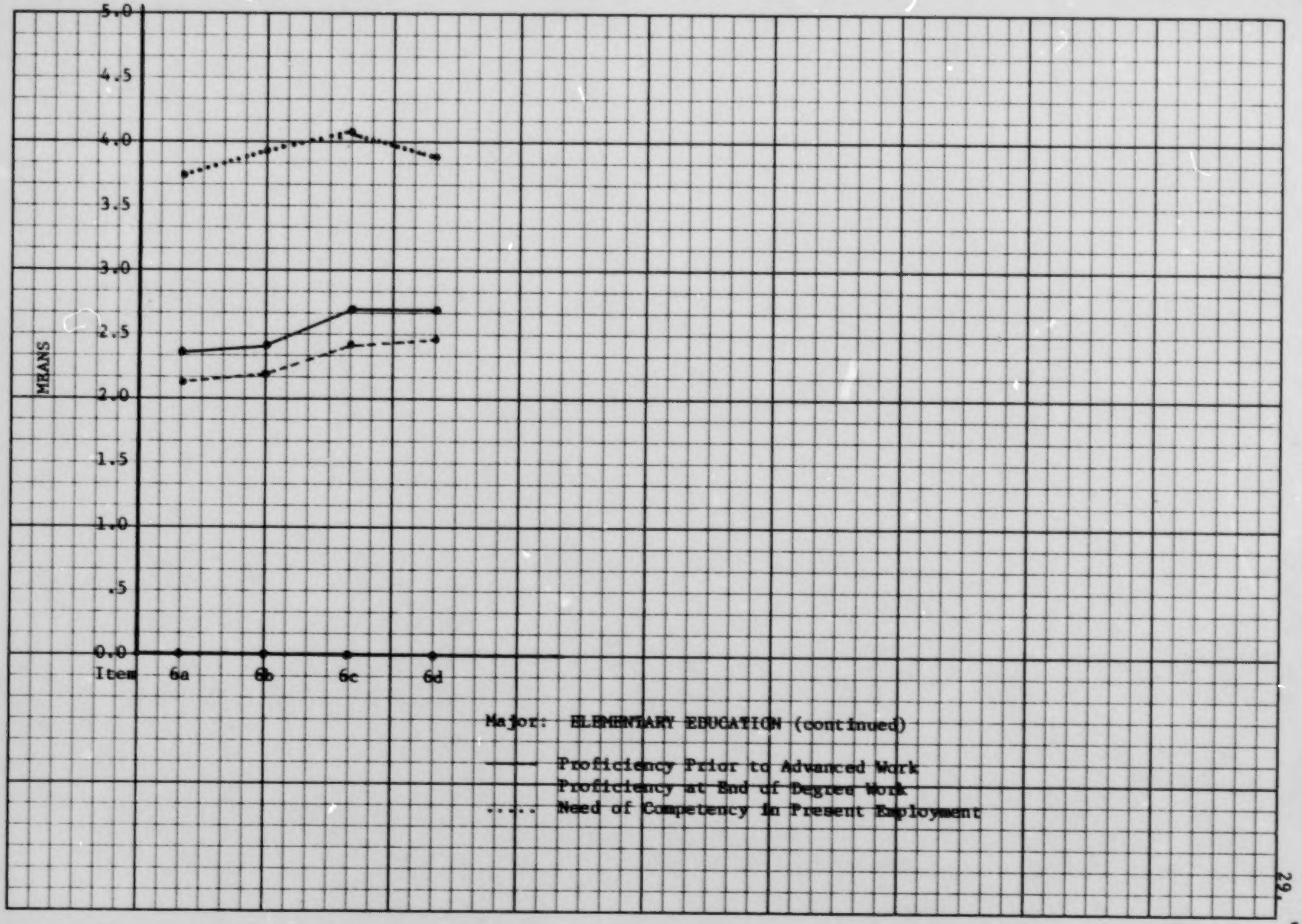
	1		2		3		4		5		**Means**
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	15	19	37	22	42	2	4	1	2	2.40
Proficiency End	1	2	1	2	18	34	27	51	6	11	3.68
Need	1	2	2	4	7	14	21	42	19	38	4.10

(6d) Language development

	1		2		3		4		5		**Means**
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	10	21	40	23	44	2	4	1	2	2.48
Proficiency End	1	2	1	2	20	38	23	43	8	15	3.68
Need	1	2	3	6	11	22	20	40	15	30	3.90



6 Squares to the Inch

5.0
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6b
6c
6d
Major: ELEMENTARY EDUCATION (continued)
———— Proficiency Prior to Advanced Work
Proficiency at End of Degree Work
. . . . Need of Competency in Present Employment

Major: Guidance & Counseling

1. Awareness of your personal system of beliefs, values, and attitudes and how they affect your interpersonal relationships with others.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	4	15	29	25	49	8	16	1	2	2.82
Proficiency End	1	2	0	0	5	10	28	55	17	33	4.18
Need	0	0	0	0	5	10	9	18	37	73	4.63

2. Congruent and genuine behavior wherein you consistently present yourself honestly to yourself and others.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	2	9	18	23	45	14	28	4	8	3.22
Proficiency End	1	2	0	0	7	14	32	63	11	22	4.02
Need	0	0	0	0	4	8	10	20	37	73	4.65

3. Ability to maintain an appropriate objectivity when involved with others.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	9	18	28	56	10	20	3	6	3.14
Proficiency End	0	0	0	0	11	22	29	58	10	20	3.98
Need	0	0	0	0	5	10	9	18	37	73	4.63

4. Knowledge of the major counseling theories and how they relate to the behavior of individuals and groups.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	26	51	21	41	3	6	1	2	0	0	1.59
Proficiency End	0	0	3	6	10	20	32	63	6	12	3.80
Need	0	0	7	14	14	28	16	32	13	26	3.70

5. Ability to identify, describe, and use specific counseling behaviors which are helpful to clients in problem solving.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	18	35	30	59	2	4	1	2	0	0	1.73
Proficiency End	0	0	1	2	11	22	33	65	6	12	3.86
Need	0	0	2	4	8	16	19	37	22	43	4.20

31

Major: Guidance & Counseling (continued)

6. Understanding of the leader and group member behaviors that facilitate learning and growth in counseling groups.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	21	41	28	55	2	4	0	0	0	0	1.63
Proficiency End	0	0	2	4	15	29	28	55	6	12	3.75
Need	1	2	3	6	17	33	22	43	8	16	3.65

7. Ability to develop and implement an organized group counseling program.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	33	65	17	33	1	2	0	0	0	0	1.37
Proficiency End	0	0	8	16	13	26	24	47	6	12	3.55
Need	2	4	8	16	13	26	15	29	13	26	3.57

8. Understanding and acceptance of the ethical standards of the profession and how they relate to counseling relationship and practices.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	22	22	43	14	28	2	4	2	4	2.25
Proficiency End	0	0	0	0	13	26	23	45	15	29	4.04
Need	1	2	3	6	8	16	11	22	26	53	4.18

9. Knowledge of major theories of career development and how they relate to career development procedures.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	30	59	18	35	2	4	1	2	0	0	1.49
Proficiency End	1	2	7	14	14	28	23	45	6	12	3.51
Need	4	8	4	8	11	22	19	37	13	26	3.65

10. Understanding of the career decision-making process and the ability to use it with clients.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	24	47	21	41	5	10	1	2	0	0	1.67
Proficiency End	0	0	9	18	8	16	25	49	9	18	3.67
Need	5	10	2	4	8	16	18	35	18	35	3.82

Major: Guidance & Counseling (continued)

11. Knowledge of materials, assessment tools, and sources of information useful in career guidance.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	27	53	18	37	4	8	1	2	0	0	1.59
Proficiency End	1	2	7	14	6	12	29	57	8	16	3.71
Need	3	6	4	8	7	14	18	35	19	37	3.90

12. Ability to design and implement a career development program in a school or agency.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	31	61	18	35	1	2	1	2	0	0	1.45
Proficiency End	0	0	9	18	13	26	22	43	7	14	3.53
Need	5	10	3	6	13	26	14	28	16	31	3.65

13. Knowledge of consultation models and procedures.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	29	56	21	40	2	4	0	0	0	0	1.48
Proficiency End	1	2	6	12	20	39	21	40	4	8	3.40
Need	2	4	7	14	17	33	17	33	8	16	3.43

14. Ability to initiate and maintain a consulting relationship with a teacher, a parent, or another professional.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	10	22	42	19	37	5	10	1	2	2.52
Proficiency End	1	2	3	6	7	14	25	49	15	29	3.98
Need	1	2	1	2	5	10	15	31	27	55	4.35

15. Ability to design and implement an organized consultation program with a group of teachers or parents.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	24	46	18	35	8	15	2	4	0	0	1.77
Proficiency End	3	6	8	15	19	37	18	35	4	8	3.23
Need	5	10	5	10	9	18	21	42	10	20	3.52

Major: Guidance & Counseling (continued)

16. Knowledge of the physical, mental, and emotional characteristics of the age group with whom you work.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	2	12	23	22	42	14	27	3	6	3.12
Proficiency End	0	0	2	4	8	16	26	51	15	29	4.06
Need	0	0	1	2	0	0	9	18	40	80	4.76

17. Ability to select, administer, and score a variety of group tests and other appraisal instruments.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	24	46	19	37	5	10	3	6	1	2	1.81
Proficiency End	1	2	3	6	15	29	22	42	11	21	3.75
Need	1	2	7	14	12	24	11	22	19	38	3.80

18. Ability to interpret and synthesize data from group and individual tests and nontest scores.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	21	40	18	35	11	21	1	2	1	2	1.90
Proficiency End	0	0	4	8	14	27	27	52	7	14	3.71
Need	2	4	6	12	9	18	15	30	18	36	3.82

19. Ability to communicate to clients and appropriate others the results and implications of data from test and nontest scores.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	19	37	21	40	9	17	2	4	1	2	1.94
Proficiency End	1	2	3	6	10	19	26	50	12	23	3.87
Need	1	2	5	10	9	18	16	32	19	38	3.94

20. Ability to describe the philosophy, objectives, and services of a comprehensive guidance program.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	30	58	15	29	6	12	1	2	0	0	1.58
Proficiency End	1	2	2	4	13	26	26	51	9	18	3.78
Need	4	8	9	18	16	32	9	18	12	24	3.32

Major: Guidance & Counseling (continued)

21. Ability to recognize when clients need to be referred to other professionals.

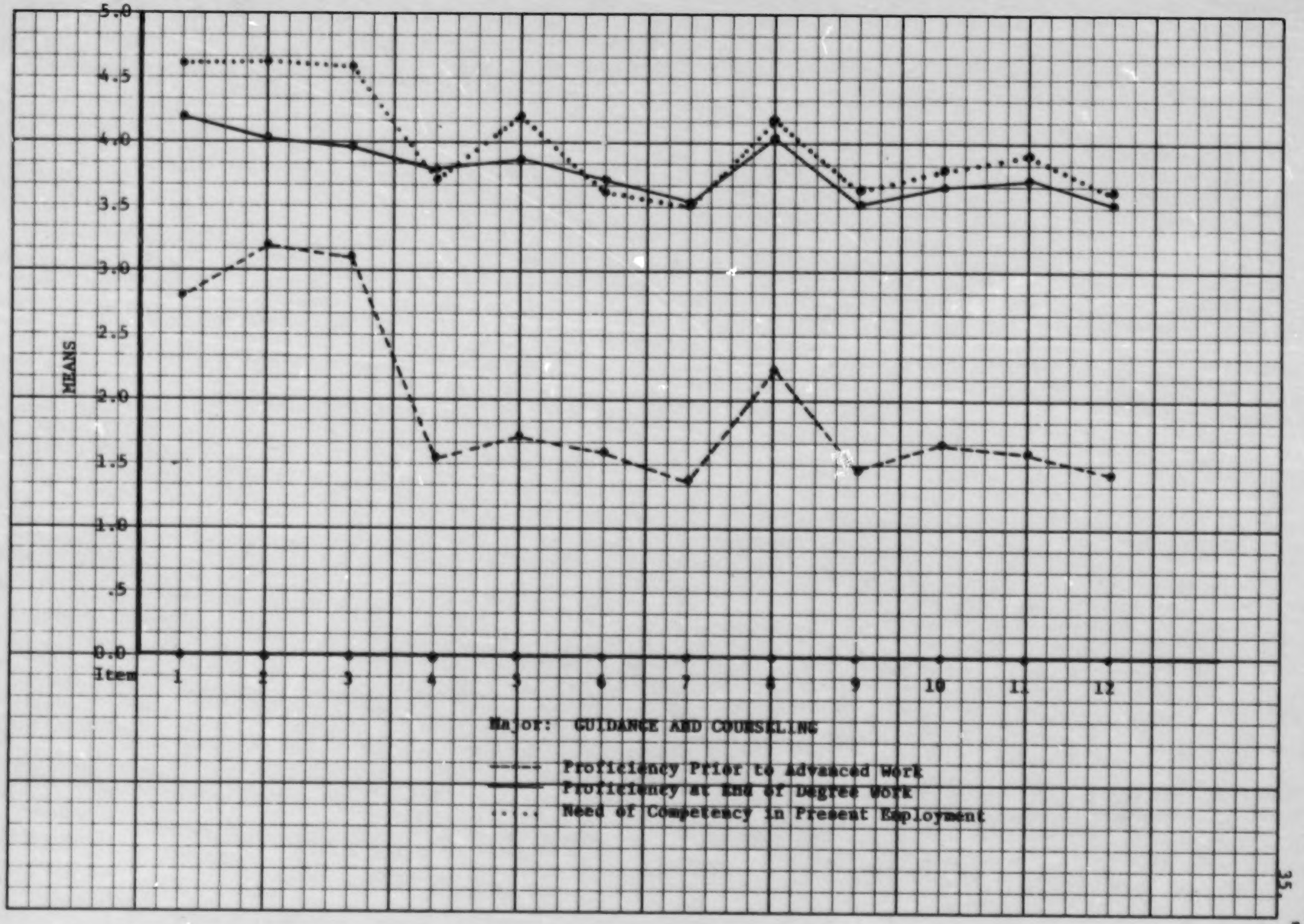
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	10	22	42	20	39	4	8	1	2	2.50
Proficiency End	0	0	1	2	9	17	29	56	13	25	4.04
Need	1	2	1	2	6	12	11	22	31	62	4.40

22. Knowledge of school and community referral sources and their services.

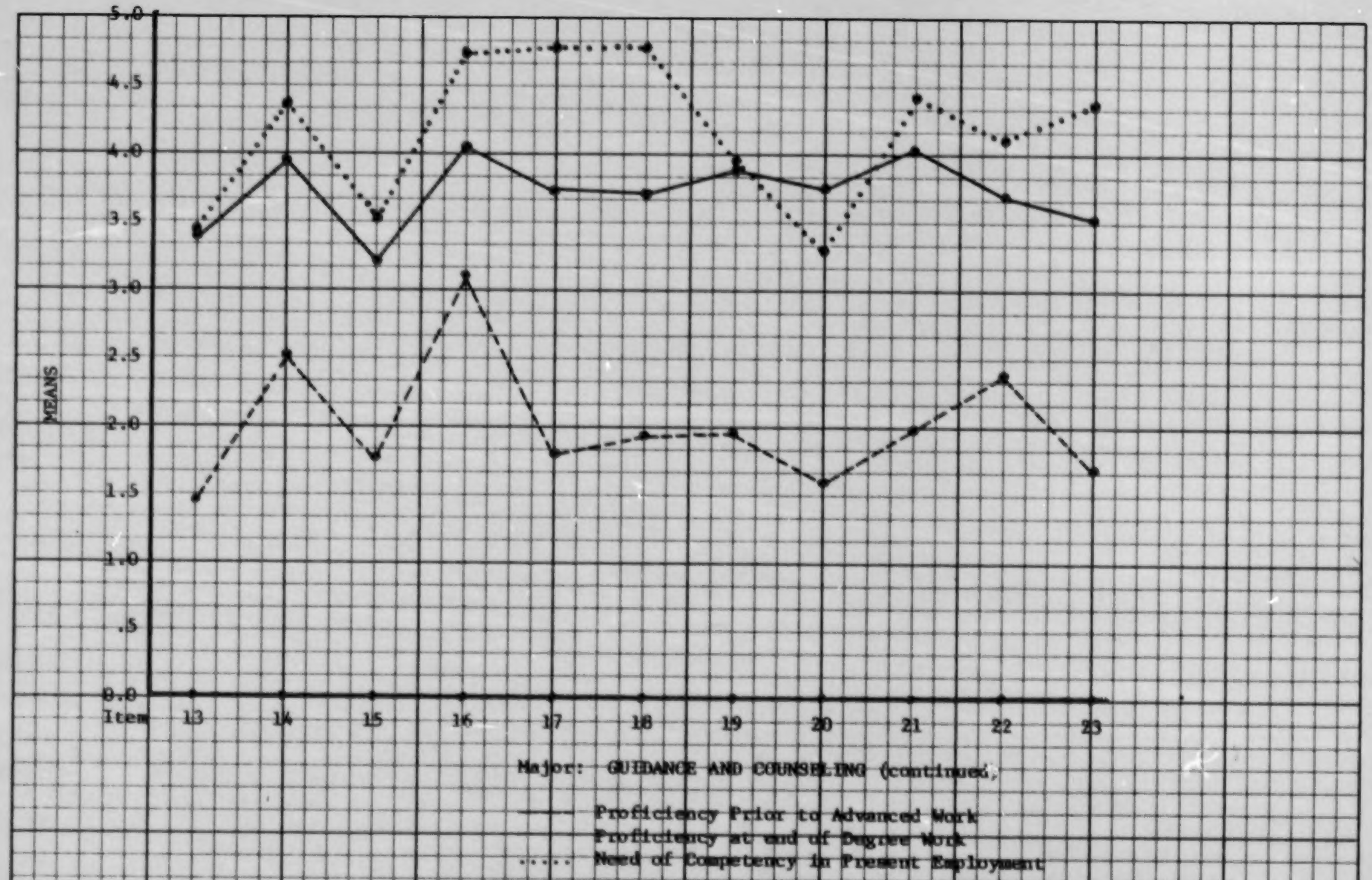
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	14	28	54	10	19	4	8	3	6	2.38
Proficiency End	0	0	5	10	15	29	22	43	9	18	3.69
Need	1	2	4	8	4	8	19	38	22	44	4.14

23. Ability to identify strengths and weaknesses in a guidance program based on research data and to suggest appropriate action for improvement where needed.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	24	46	21	40	6	12	1	2	0	0	1.69
Proficiency End	2	4	3	6	17	33	25	49	4	8	3.51
Need	4	8	7	14	18	35	10	20	12	24	3.37



6 Squares to the Inch



6 Squares to the Inch

Major: HPER

1. Apply the advanced skills and theoretical knowledge of health or physical education or recreation.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	6	17	19	54	8	23	2	6	3.17
Proficiency End	0	0	0	0	5	14	22	63	8	23	4.09
Need	3	9	3	9	7	20	14	40	8	23	3.60

2. Analyze critically and make interpretations/applications of professional literature.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	6	21	60	5	14	7	20	0	0	2.49
Proficiency End	0	0	1	3	5	14	18	51	11	31	4.11
Need	3	9	5	14	8	23	15	43	4	11	3.34

3. Identify and utilize school and community resources for the betterment of your program.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	3	4	11	19	54	8	23	3	9	3.23
Proficiency End	0	0	1	3	9	26	21	60	4	11	3.80
Need	3	9	7	20	5	14	8	23	12	34	3.54

4. Identify and utilize the appropriate theoretical and philosophical foundations when working with youth and/or adults from special populations.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	10	29	16	46	6	17	3	9	3.06
Proficiency End	0	0	1	3	10	29	16	46	8	23	3.89
Need	1	3	4	11	9	26	10	29	11	31	3.74

5. Integrate the knowledges/skills gained in health or physical education or recreation with those of other subject areas.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	9	26	15	43	10	29	1	3	3.09
Proficiency End	1	3	0	0	11	31	18	51	5	14	3.74
Need	4	11	3	9	10	29	10	29	8	23	3.43

Major: HPER (continued)

6. Help your students integrate the knowledges/skills gained in health or physical education or recreation with those of other subject areas.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	3	6	17	19	54	8	23	1	3	3.06
Proficiency End	1	3	1	3	15	43	10	29	8	23	3.66
Need	6	17	4	11	8	23	8	23	9	26	3.29

7. Demonstrate an awareness of cultural patterns, social procedures and other psycho-social aspects of physical activity and sport upon health or physical education or recreation.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	3	16	46	10	29	7	20	1	3	2.74
Proficiency End	1	3	1	3	12	34	16	46	5	14	3.66
Need	5	14	5	14	8	23	8	23	9	26	3.31

8. Apply various research tools and techniques.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	14	15	43	10	29	5	14	0	0	2.43
Proficiency End	0	0	3	9	5	14	19	54	8	23	3.91
Need	1	3	10	29	8	23	11	31	5	14	3.26

9. Demonstrate an awareness of current critical issues within the disciplines and to discover rational solutions to those problems.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	3	12	35	17	50	4	12	0	0	2.71
Proficiency End	0	0	2	6	5	15	23	68	4	12	3.85
Need	3	9	5	15	9	27	11	32	6	18	3.35

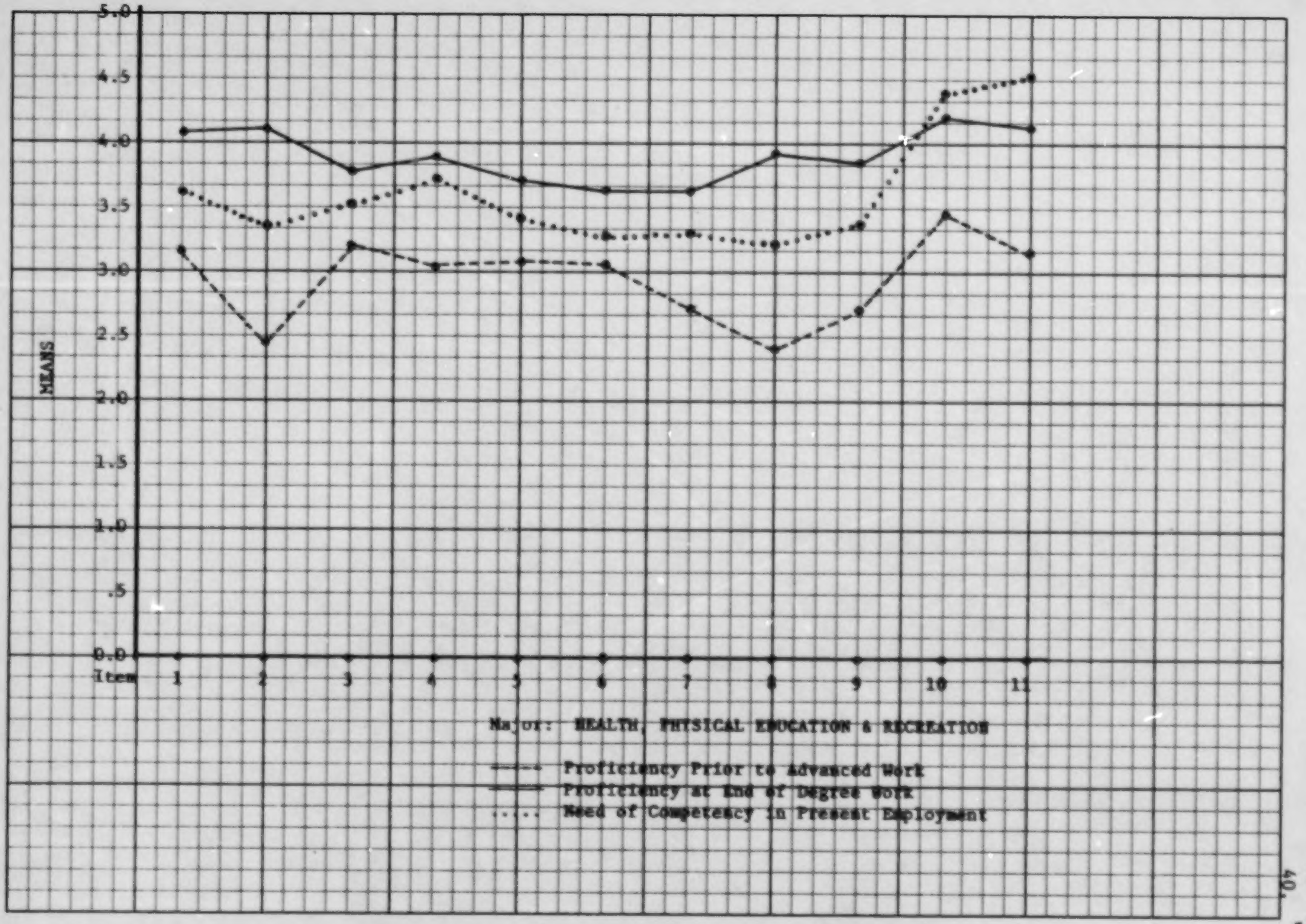
10. Communicate verbally and in writing.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	3	9	19	54	6	17	7	20	3.49
Proficiency End	0	0	1	3	3	9	19	54	12	34	4.20
Need	1	3	0	0	4	12	9	27	20	59	4.38

Major: HPER (continued)

11. Articulate a philosophy of education and physical education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	9	6	17	12	34	10	29	4	11	3.17
Proficiency End	1	3	0	0	4	11	18	51	12	34	4.14
Need	2	6	3	9	12	34	10	29	8	23	3.54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Major: HEALTH, PHYSICAL EDUCATION & RECREATION
- - - - Proficiency Prior to Advanced Work
—— Proficiency at End of Degree Work
. . . . Need of Competency in Present Employment

Major: Reading - Masters

1. Developmental reading (word attack skills, vocabulary, comprehension, speed and reading interests) in elementary, middle and secondary schools.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	12	18	23	35	28	42	3	5	0	0	2.33
Proficiency End	0	0	0	0	3	5	30	46	32	49	4.45
Need	1	2	2	3	2	3	8	13	49	79	4.65

2. The components of a total reading program, including the sequence of skills from readiness to critical reading, and of research based methods for teaching them.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	21	32	34	52	9	14	2	3	0	0	1.88
Proficiency End	0	0	1	2	9	14	30	46	26	39	4.23
Need	0	0	3	5	3	5	15	25	39	65	4.50

3. The various approaches and philosophies of teaching reading, along with understanding of their historical background, strengths and weaknesses.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	35	53	23	35	8	12	0	0	0	0	1.59
Proficiency End	0	0	2	3	16	24	30	46	18	27	3.97
Need	2	3	5	8	21	34	25	41	8	13	3.52

4. Diagnose reading problems including administering, scoring and interpreting selected tests and informal screening measures.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	27	41	27	41	10	15	2	3	0	0	1.80
Proficiency End	0	0	0	0	6	9	24	36	36	55	4.45
Need	1	2	3	5	4	7	16	26	37	61	4.39

5. The probable causes of language, learning and reading disabilities and their concomitant effects.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	28	42	25	38	10	15	2	3	1	2	1.83
Proficiency End	0	0	2	3	11	17	32	48	21	32	4.09
Need	0	0	3	5	5	9	21	36	30	51	4.32

Major: Reading - Masters (continued)

6.. Prescriptive methods and materials for treating language, learning and reading disabilities.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	30	46	23	35	10	15	3	5	0	0	1.79
Proficiency End	0	0	1	2	6	9	31	48	27	42	4.29
Need	0	0	1	2	5	9	15	26	37	64	4.52

7. Plan and execute a prescriptive remedial program designed for children with language and reading problems.

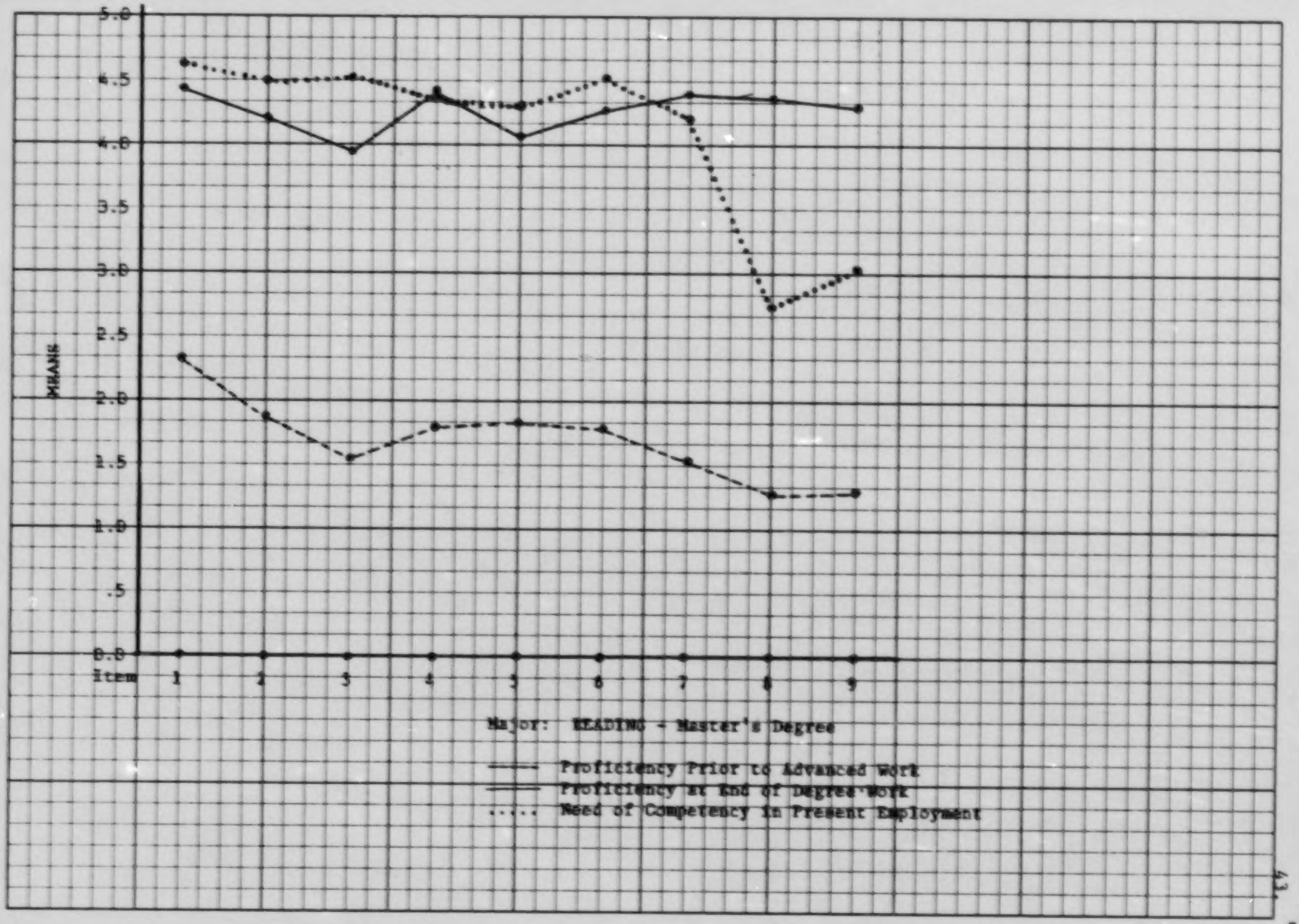
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	40	61	18	27	5	8	2	3	1	2	1.58
Proficiency End	0	0	0	0	10	15	18	28	37	57	4.42
Need	1	2	2	3	15	25	6	10	36	60	4.23

8. Write a case study report which explains diagnostic hypotheses and a program of remediation.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	53	80	9	14	2	3	2	3	0	0	1.29
Proficiency End	0	0	1	2	8	12	23	35	34	52	4.36
Need	16	26	15	25	9	15	10	16	11	18	2.75

9. Evaluate the outcomes of a prescriptive remedial program by writing a reading evaluation report.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	54	83	5	8	3	5	3	5	0	0	1.31
Proficiency End	0	0	1	2	6	9	29	45	29	45	4.32
Need	12	20	12	20	10	17	14	23	12	20	3.03



Major: READING - Master's Degree

6 Squares to the Inch

Major: Reading Specialist

1. An advanced understanding of content reading concepts, critical reading and specialized reading/study skills (use of textbooks, library information, and speed reading as it relates to secondary and junior college reading programs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	2	50	1	25	1	25	0	0	2.75
Proficiency End	0	0	0	0	1	25	0	0	3	75	4.50
Need	1	25	0	0	2	50	0	0	1	25	3.00

2. Plan a reading program or modify an existing reading program.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	0	0	3	75	1	25	0	0	3.25
Proficiency End	0	0	0	0	1	25	1	25	2	50	4.25
Need	0	0	1	25	0	0	2	50	1	25	3.75

3. The leadership skills for the coordination of a reading program.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	2	50	1	25	1	25	0	0	2.75
Proficiency End	0	0	0	0	2	50	1	25	1	25	3.75
Need	0	0	2	50	0	0	1	25	1	25	3.25

4. Critically evaluate descriptive and research reports within a taxonomy based on the IRA Reading Research Quarterly.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	2	50	1	25	1	25	0	0	2.75
Proficiency End	0	0	0	0	0	0	3	75	1	25	4.25
Need	1	25	1	25	1	25	0	0	1	25	2.75

5. Investigate and evaluate research dealing with significant problems and concerns related to the teaching of reading.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	25	0	0	2	50	1	25	0	0	2.75
Proficiency End	0	0	0	0	1	25	1	25	2	50	4.25
Need	0	0	1	25	2	50	1	25	0	0	3.00

Major: Reading Specialist (continued)

6. A variety of diagnostic and evaluative instruments used in and related to the teaching of reading.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	0	0	3	75	0	0	1	25	3.50
Proficiency End	0	0	0	0	1	25	0	0	3	75	4.50
Need	0	0	1	25	1	25	0	0	2	50	3.75

7. Diagnose and remediate the reading needs of a disabled reader.

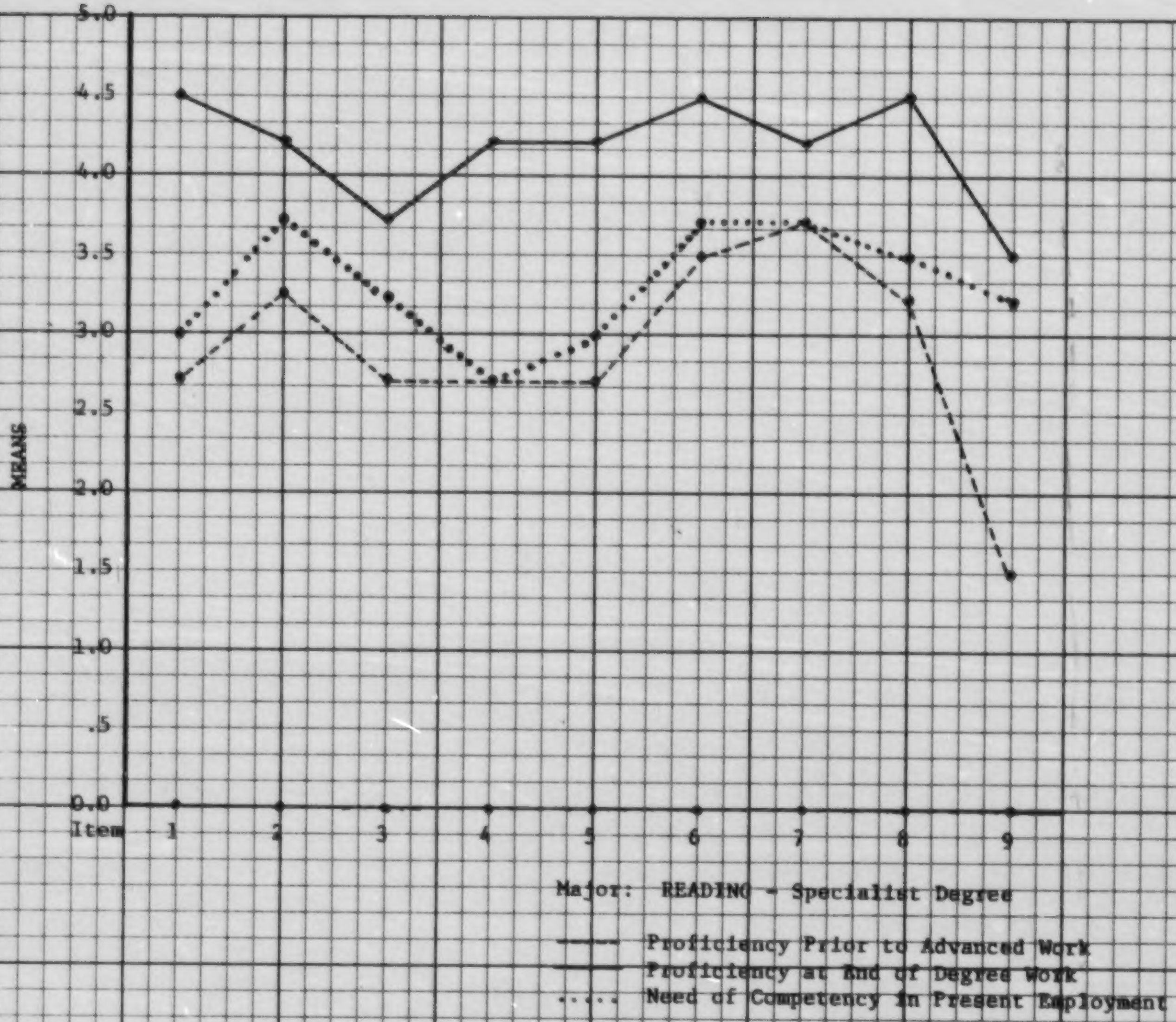
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	0	0	2	50	1	25	1	25	3.75
Proficiency End	0	0	0	0	1	25	1	25	2	50	4.25
Need	0	0	1	25	0	0	2	50	1	25	3.75

8. Demonstrate the skills needed to discharge the duties of a reading consultant, or a reading clinic teacher, or a university methods teacher, or a college developmental reading teacher, or any other appropriate position in an approved educational setting.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	0	0	3	75	1	25	0	0	3.25
Proficiency End	0	0	0	0	1	25	0	0	3	75	4.50
Need	0	0	2	50	0	0	0	0	2	50	3.50

9. Plan and execute a research project based in some area of reading.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	50	2	50	0	0	0	0	0	0	1.50
Proficiency End	0	0	0	0	2	50	2	50	0	0	3.50
Need	1	25	0	0	1	25	1	25	1	25	3.25



NATIONAL 12-286
6 Squares to the Inch

Major: Educational Administration & Supervision, MA

1. Discuss and compare various types of school organization in elementary and secondary schools.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	9	43	57	22	29	3	4	1	1	2.32
Proficiency End	0	0	8	11	31	41	31	41	6	8	3.46
Need	9	12	16	22	26	35	16	22	7	10	2.95

2. Discuss, compare, and contrast various styles of leadership behavior.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	11	37	49	26	34	4	5	1	1	2.38
Proficiency End	0	0	5	7	17	23	45	59	9	12	3.76
Need	4	5	9	12	25	33	22	29	15	20	3.47

3. Discuss the administration of special services and programs in elementary and secondary schools.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	15	44	58	20	26	1	1	0	0	2.14
Proficiency End	2	3	16	21	32	42	24	32	2	3	3.11
Need	5	7	10	13	22	29	21	28	17	23	3.47

4. Discuss principles which are related to improved school and community relations.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	9	29	38	33	43	6	8	1	1	2.54
Proficiency End	1	1	3	4	23	30	38	50	11	15	3.72
Need	5	7	2	3	16	21	23	31	29	39	3.92

5. Show that you possess the fundamental skills, knowledges, and practices in administration as related to the functions of an educational leader, such as a principal, supervisor, public relations agent, office manager, etc.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	5	45	59	21	28	5	7	1	1	2.39
Proficiency End	0	0	2	3	18	24	43	57	13	17	3.88
Need	4	5	9	12	8	11	24	32	30	40	3.89

Major: Educational Administration & Supervision, MA (continued)

6. Demonstrate knowledge and skills related to basic principles of supervision applied to instructional problems in elementary, middle or junior high, and high schools.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	6	8	44	58	20	26	6	8	0	0	2.34
Proficiency End	0	0	5	7	21	28	40	53	10	13	3.72
Need	3	4	8	11	12	16	23	31	29	39	3.89

7. Demonstrate knowledge of the supervising functions of the superintendent, principal, and supervisor.

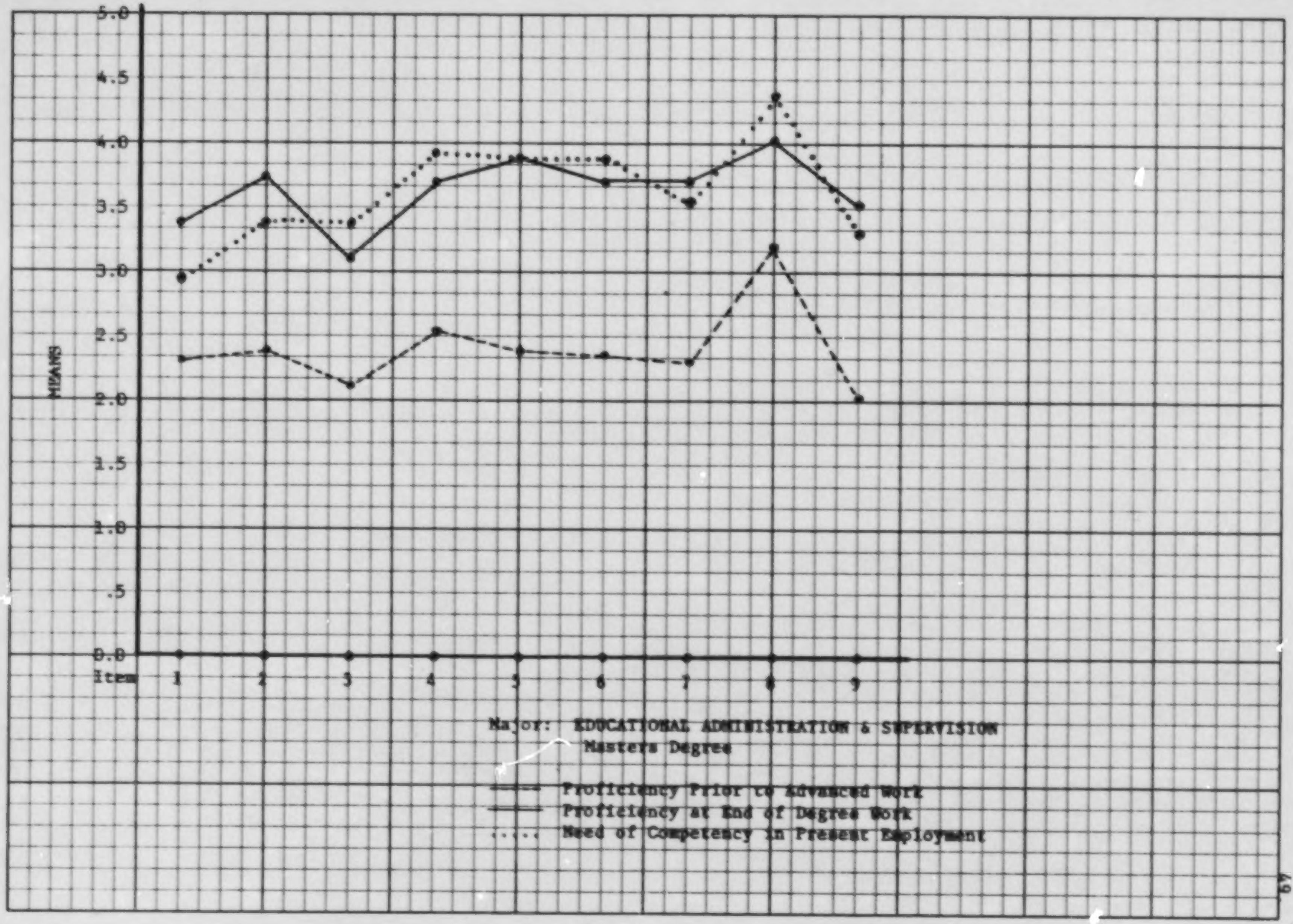
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	11	43	57	19	25	5	7	1	1	2.32
Proficiency End	1	1	2	3	25	33	37	49	11	15	3.72
Need	6	8	8	11	15	20	29	39	17	23	3.57

8. Demonstrate competencies and skills related to working effectively with people in the school and community.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	15	20	36	47	19	25	6	8	3.21
Proficiency End	0	0	0	0	17	22	41	54	18	24	4.01
Need	1	1	4	5	2	3	28	37	40	53	4.36

9. Demonstrate that you are familiar with the responsibilities and tasks associated with the position of supervisor or principal as stated by the Office of Certification of the Ohio State Department of Education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	18	24	42	55	13	17	2	3	1	1	2.03
Proficiency End	2	3	8	11	25	33	30	40	11	15	3.53
Need	12	16	10	14	15	21	15	21	21	29	3.32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Major: EDUCATIONAL ADMINISTRATION & SUPERVISION
Masters Degree
Proficiency Prior to Advanced Work
Proficiency at End of Degree Work
Need of Competency in Present Employment

Major: Educational Administration & Supervision, Specialist

1. Demonstrate knowledge of school board operations, issues, relationships, problems, legal bases, and roles in the leadership and management of schools and education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	10	2	20	3	30	3	30	1	10	3.10
Proficiency End	1	10	0	0	2	20	6	60	1	10	3.60
Need	1	10	1	10	1	10	2	20	5	50	3.90

2. Demonstrate knowledge of statutes and judicial decisions of federal and state governments which affect schools.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	5	50	3	30	2	20	0	0	2.70
Proficiency End	0	0	0	0	5	50	3	30	2	20	3.70
Need	0	0	2	20	1	10	2	20	5	50	4.00

3. Demonstrate knowledge of the legal authority, powers, and liabilities of school personnel; especially in areas such as legal controls, limitation of school finance, curriculum, property, etc.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	4	40	4	40	1	10	1	10	2.90
Proficiency End	0	0	0	0	3	30	4	40	3	30	4.00
Need	1	10	1	10	1	10	4	40	3	30	3.70

4. Demonstrate knowledge and skills related to financing public education, with emphasis on sources of support, method of distribution, and problems and issues involved in school finance matters.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	3	30	6	60	0	0	1	10	2.90
Proficiency End	0	0	1	10	1	10	7	70	1	10	3.80
Need	2	20	0	0	2	20	3	30	3	30	3.50

5. Demonstrate knowledge and skills related to school plant planning, especially these areas: federal-state-local relationships, criteria for selection and development of school sites, relationships between educational programs and architectural characteristics of school buildings, evaluation of school plants, and study of modernization versus replacement.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	20	2	20	4	40	2	20	0	0	2.60
Proficiency End	0	0	1	10	2	20	5	50	2	20	3.80
Need	2	20	1	10	3	30	1	10	3	30	3.20

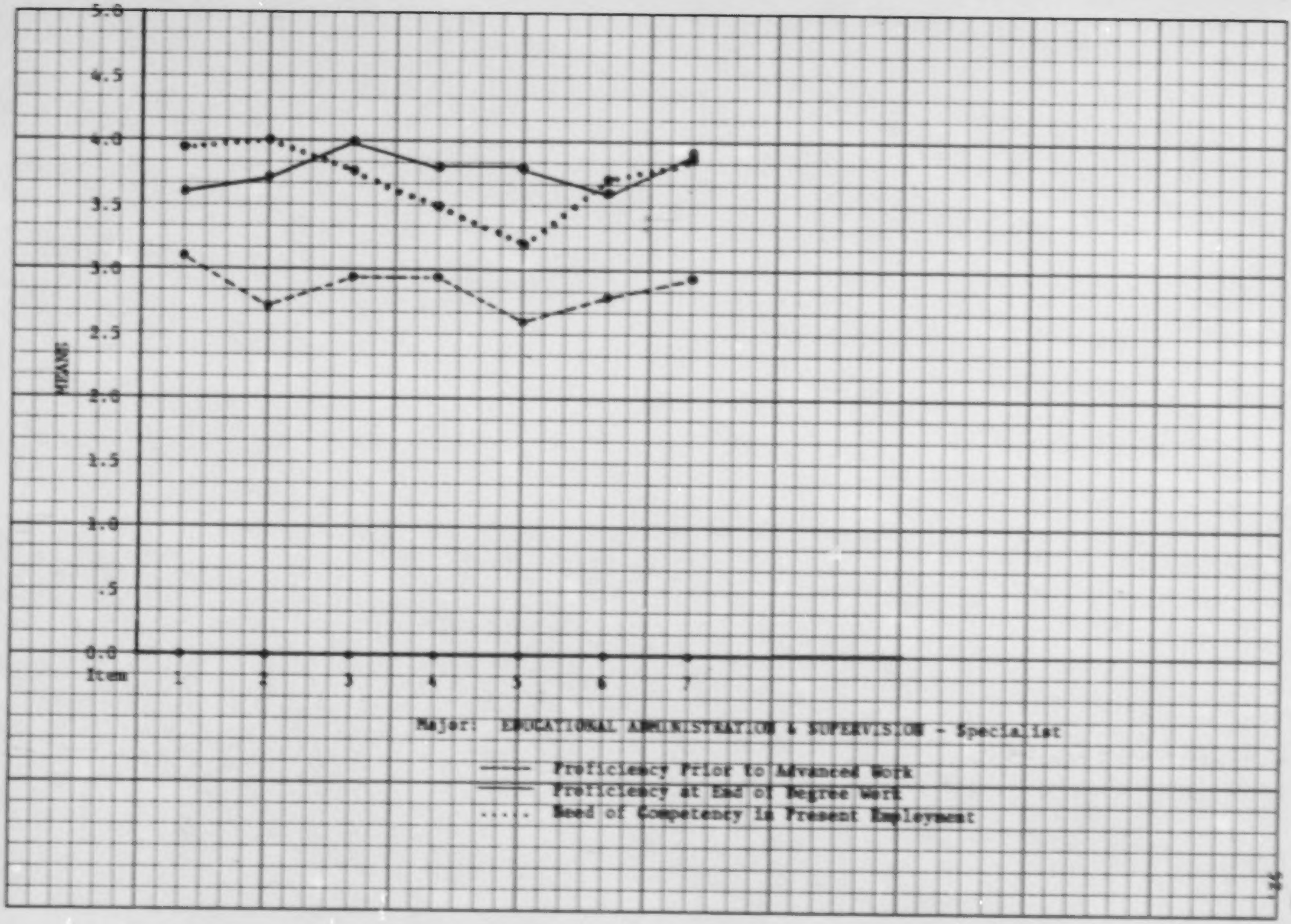
Major: Educational Administration & Supervision, Specialist (continued)

6. Demonstrate knowledge and skills in the area of school personnel administration, especially in these areas: budget preparation and execution; management of internal accounts; record keeping; purchase, distribution and management of supplies; operation and maintenance of the school plant; auxiliary services, etc.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	3	30	6	60	1	10	0	0	2.80
Proficiency End	0	0	2	20	1	10	6	60	1	10	3.60
Need	0	0	2	20	2	20	3	30	3	30	3.70

7. Demonstrate knowledge of the role and function of the school superintendent, with particular emphasis on: relationship of superintendent to school board; staff organizations, personnel administration, and contemporary issues in relation to public policy.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	4	40	3	30	3	30	0	0	2.90
Proficiency End	0	0	0	0	4	40	3	30	3	30	3.90
Need	1	11	1	11	0	0	3	33	4	44	3.89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Major: EDUCATIONAL ADMINISTRATION & SUPERVISION - Specialist
Proficiency Prior to Advanced Work
Proficiency at End of Degree Work
Need of Competency in Present Employment

Major: Educational Administration & Supervision, Ph.D.

1. Demonstrate knowledge and/or skills in management strategies, such as: power structure analysis; community relations programming; strategic personnel; court and school policy making; adaptions of technology to administration; and accountability planning.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	21	3	21	5	36	3	21	0	0	2.57
Proficiency End	0	0	0	0	2	14	7	50	5	36	4.21
Need	1	8	1	8	0	0	3	23	8	62	4.23

2. Demonstrate knowledge of topics in Higher Education (post-secondary) Administration and supervision, such as: current problems, purposes, practices, curricula, supervision, organization and administration of post-secondary institutions.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	21	5	36	5	36	1	7	0	0	2.29
Proficiency End	1	7	0	0	1	7	6	43	6	43	4.14
Need	1	8	1	8	2	15	5	39	4	31	3.77

3. Demonstrate knowledge of the theory, principles, and practices of teaching at the college/university level.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	29	4	29	5	36	1	7	0	0	2.21
Proficiency End	1	8	1	8	1	8	7	54	3	23	3.77
Need	1	8	2	17	2	17	2	17	5	42	3.67

4. Demonstrate knowledge of the background and underlying bases for the theoretical construction of administration from government, business, industry, and educational sources.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	29	5	36	4	29	1	7	0	0	2.14
Proficiency End	0	0	0	0	2	14	5	36	7	50	4.36
Need	1	8	0	0	3	23	3	23	6	46	4.00

5. Demonstrate knowledge of the functions and processes, applying administrative theories and concepts, and relating knowledge from diverse and interdisciplinary specializations.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	29	6	43	2	14	2	14	0	0	2.14
Proficiency End	0	0	1	7	1	7	7	50	5	36	4.14
Need	1	8	0	0	1	8	6	46	5	39	4.08

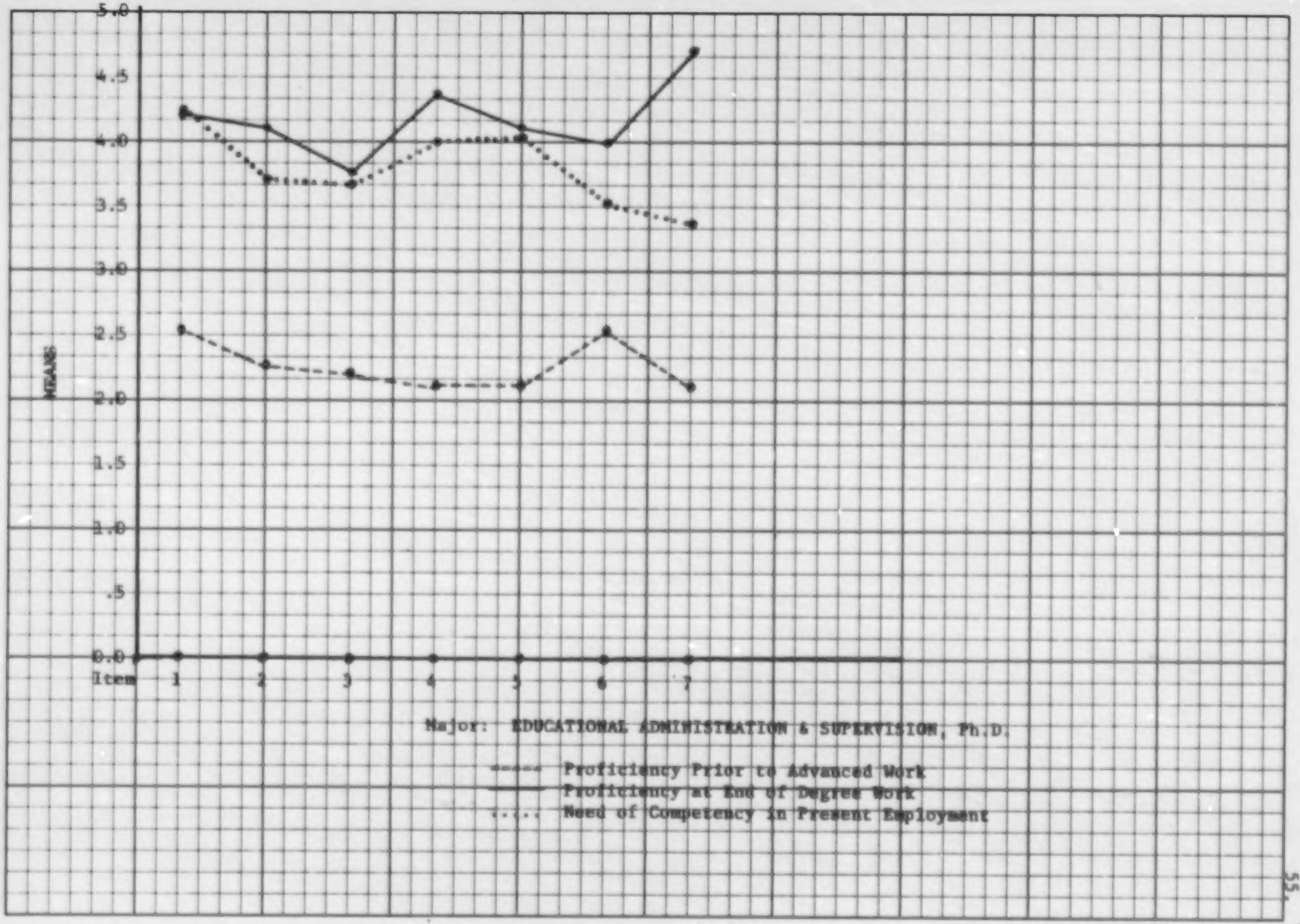
Major: Educational Administration & Supervision, Ph.D. (continued)

6. Demonstrate the practical knowledges/skills and experiences you received from the internship or field experiences.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	14	4	29	6	43	2	14	0	0	2.57
Proficiency End	0	0	1	7	3	21	5	36	5	36	4.00
Need	1	8	1	8	5	39	2	15	4	31	3.54

7. Design and conduct research studies.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	14	8	57	4	29	0	0	0	0	2.14
Proficiency End	0	0	0	0	0	0	4	29	10	71	4.71
Need	1	8	2	17	1	8	5	42	3	25	3.58



Major: EDUCATIONAL ADMINISTRATION & SUPERVISION, Ph.D.

NATIONAL 12-286
6 Squares to the Inch

Major: School Psychology Insert

1. Understand and utilize counseling skills.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	36	7	64	0	0	0	0	0	0	1.64
Proficiency End	0	0	4	36	4	36	2	18	1	9	3.00
Need	0	0	1	9	1	9	3	27	6	55	4.27

2. Conduct in-service education by: a. conducting needs assessment of school staff

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	73	3	27	0	0	0	0	0	0	1.27
Proficiency End	0	0	0	0	5	46	2	18	4	36	3.91
Need	0	0	2	20	4	40	3	30	1	10	3.30

b. developing a plan for conducting in-service

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	73	3	27	0	0	0	0	0	0	1.27
Proficiency End	0	0	1	9	5	46	4	36	1	9	3.45
Need	0	0	2	18	4	36	3	27	2	18	3.45

c. conducting in-service for school personnel

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	73	3	27	0	0	0	0	0	0	1.27
Proficiency End	0	0	1	9	6	55	4	36	0	0	3.27
Need	0	0	2	18	4	36	3	27	2	18	3.45

d. evaluating efficacy of in-service experience

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	64	4	36	0	0	0	0	0	0	1.36
Proficiency End	0	0	0	0	6	55	3	27	2	18	3.64
Need	0	0	3	27	5	46	2	18	1	9	3.09

Major: School Psychology (continued)

3. Lead a parent education group.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	64	3	27	1	9	0	0	0	0	1.45
Proficiency End	0	0	3	27	4	36	3	27	1	9	3.18
Need	0	0	1	9	4	36	3	27	3	27	3.73

4. Act as a change agent to promote educational innovation project.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	64	4	36	0	0	0	0	0	0	1.36
Proficiency End	0	0	1	9	3	27	5	46	2	18	3.73
Need	1	9	0	0	6	55	2	18	2	18	3.36

5. Use appropriate interpersonal relationship skills such as responsibility, rapport, cooperation, motivation, and empathy.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	2	18	6	55	3	27	0	0	3.09
Proficiency End	0	0	0	0	0	0	8	73	3	27	4.27
Need	1	9	0	0	0	0	1	9	9	82	4.55

6. Demonstrate skills in assessment, such as:

a. review of school records

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	82	1	9	1	9	0	0	0	0	1.27
Proficiency End	1	9	0	0	1	9	5	46	4	36	4.00
Need	0	0	1	9	0	0	1	9	9	82	4.64

b. interviewing children, teachers, and parents

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	6	55	4	36	1	9	0	0	0	0	1.55
Proficiency End	0	0	0	0	3	27	4	36	4	36	4.09
Need	0	0	0	0	1	9	1	9	9	82	4.73

Major: School Psychology (continued)

6. Continued

c. observation

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	73	2	18	1	9	0	0	0	0	1.36
Proficiency End	0	0	0	0	3	27	3	27	5	46	4.18
Need	0	0	0	0	1	9	2	18	8	73	4.64

d. testing (formal and informal)

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	73	3	27	0	0	0	0	0	0	1.27
Proficiency End	0	0	1	9	4	36	3	27	3	27	3.73
Need	0	0	0	0	1	9	0	0	10	91	4.82

7. Plan and implement intervention strategies for individual child study cases.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	1	9	6	55	2	18	2	18	3.45
Need	0	0	0	0	2	18	0	0	2	82	4.64

8. Conduct child study follow-up by:

a. discussing intervention strategies with teachers

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	1	9	3	27	6	55	1	9	3.64
Need	0	0	0	0	2	18	2	18	7	64	4.45

b. evaluating effectiveness of strategies

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	0	0	3	27	7	64	1	9	3.82
Need	0	0	1	9	1	9	2	18	7	64	4.36

Major: School Psychology (continued)

8. continued

c. modifying strategies

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	1	9	0	0	4	36	5	46	1	9	3.45
Need	0	0	1	9	1	9	2	18	7	64	4.36

9. Perform structured consultation/total classroom, such as:

a. consulting with teacher to define problem areas

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	1	9	0	0	0	0	0	0	1.09
Proficiency End	0	0	0	0	4	36	4	36	3	27	3.91
Need	0	0	2	18	5	46	1	9	3	27	3.45

b. analyzing classroom ecology

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	1	9	0	0	0	0	0	0	1.09
Proficiency End	0	0	0	0	4	36	4	36	3	27	3.91
Need	0	0	3	27	5	46	1	9	2	18	3.18

c. with teacher, planning appropriate strategies or activities

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	0	0	5	46	5	46	1	9	3.64
Need	0	0	1	9	6	55	1	9	3	27	3.55

d. implementing or supervising implementation of strategies/activities

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	1	9	4	36	5	46	1	9	3.55
Need	0	0	1	9	7	64	1	9	2	18	3.36

Major: School Psychology (continued)

9.

e. evaluating and modifying strategies/activities

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	1	9	4	36	5	46	1	9	3.55
Need	0	0	1	9	6	55	2	18	2	18	3.45

10. Use consultation skills:

a. with teachers

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	82	1	9	1	9	0	0	0	0	1.27
Proficiency End	0	0	1	9	3	27	5	46	2	18	3.73
Need	0	0	0	0	1	9	2	18	8	73	4.64

b. with administrators

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	0	0	1	9	0	0	0	0	1.18
Proficiency End	1	9	0	0	3	27	6	55	1	9	3.55
Need	0	0	0	0	2	18	3	27	6	55	4.36

c. with other school personnel

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	0	0	1	9	0	0	0	0	1.18
Proficiency End	0	0	0	0	4	36	6	55	1	9	3.73
Need	0	0	0	0	1	9	2	18	8	73	4.64

d. with parents

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	73	1	9	2	18	0	0	0	0	1.45
Proficiency End	1	9	1	0	3	27	4	36	2	18	3.45
Need	0	0	0	0	0	0	3	27	8	73	4.73

Major: School Psychology (continued)

10. continued e. with community resource personnel

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	7	64	1	9	3	27	0	0	0	0	1.64
Proficiency End	1	9	0	0	4	36	5	46	1	9	3.45
Need	0	0	0	0	2	18	4	36	5	46	4.27

11. Demonstrate skills in specialized competencies such as:
a. classroom learning environment analysis

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	0	0	6	60	1	10	3	30	3.70
Need	0	0	3	30	5	50	2	20	0	0	2.90

b. implementing or supervising plans to enhance classroom learning environment

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	1	9	0	0	0	0	0	0	1.09
Proficiency End	0	0	1	10	5	50	2	20	2	20	3.50
Need	0	0	3	30	5	50	2	20	0	0	2.90

c. participating in preschool/kindergarten screening

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	0	0	1	9	0	0	0	0	1.18
Proficiency End	1	9	2	18	4	36	3	27	1	9	3.09
Need	1	9	1	9	2	18	3	27	4	36	3.73

d. organizing and implementing preschool/kindergarten screening

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	1	9	0	0	0	0	0	0	1.09
Proficiency End	1	9	4	36	3	27	2	18	1	9	2.82
Need	1	9	2	18	2	18	4	36	2	18	3.36

Major: School Psychology (continued)

11. continued

e. organizing and implementing tutoring program

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	82	2	18	0	0	0	0	0	0	1.18
Proficiency End	0	0	1	9	6	55	2	18	2	18	3.45
Need	2	18	2	18	6	55	1	9	0	0	2.55

f. training teachers in mastery learning, prescriptive teaching, informal assessment techniques, and/or learning centers

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	3	27	5	46	1	9	2	18	3.18
Need	1	9	5	46	4	36	1	9	0	0	2.45

g. training teachers in the staff-teaming process

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	1	9	3	27	2	18	3	27	2	18	3.18
Need	0	0	3	27	4	36	4	36	0	0	3.09

h. personal development of low incidence assessment skills

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	1	9	4	36	3	27	2	18	1	9	2.82
Need	0	0	1	9	3	27	6	56	1	9	3.64

i. consulting with school personnel for secondary school programs

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	0	0	1	9	0	0	0	0	1.18
Proficiency End	0	0	5	46	4	36	1	9	1	9	2.82
Need	0	0	3	27	4	36	1	9	3	27	3.36

Major: School Psychology (continued)

11. continued j. staff development

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	1	9	0	0	0	0	0	0	1.09
Proficiency End	0	0	5	46	4	36	1	9	1	9	2.82
Need	0	0	4	36	4	36	3	27	0	0	2.91

k. inservice to teachers relative to implementation of PL 94-142.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	0	0	2	18	3	27	3	27	3	27	3.64
Need	0	0	2	18	5	46	3	27	1	9	3.27

l. construction criterion referenced tests

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	82	1	9	1	9	0	0	0	0	1.27
Proficiency End	1	10	2	20	3	30	2	20	2	20	3.20
Need	0	0	3	27	6	56	1	9	1	9	3.00

m. organizing substance abuse/drug prevention and counseling programs

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	11	100	0	0	0	0	0	0	0	0	1.00
Proficiency End	2	18	5	46	1	9	2	18	1	9	2.55
Need	1	9	3	27	5	46	1	9	1	9	2.82

12. Demonstrate appropriate written communication skills.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	36	1	9	4	36	2	18	0	0	2.36
Proficiency End	0	0	0	0	3	30	3	30	4	40	4.10
Need	0	0	0	0	1	9	3	27	7	64	4.55

Major: School Psychology (continued)

13. Demonstrate being a professional school psychologist by:
a. maintaining ethical behavior

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	46	1	9	2	18	1	9	2	18	2.45
Proficiency End	0	0	0	0	1	9	5	46	5	46	4.36
Need	0	0	1	9	0	0	4	36	6	55	4.36

b. continuing professional growth by participating in inservice workshops, continuing education programs (OSPA, CEC, etc), etc.

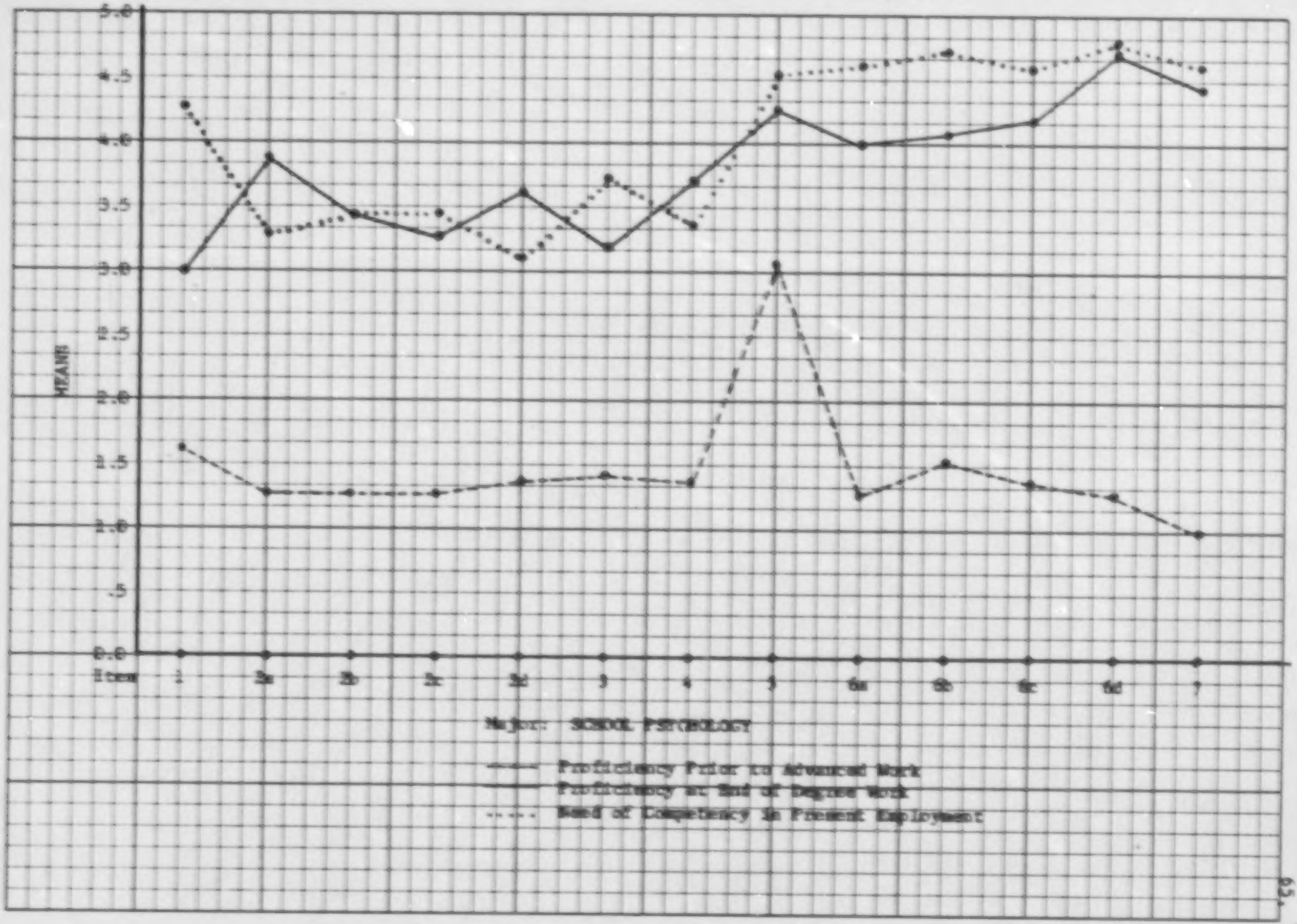
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	82	0	0	0	0	1	9	1	9	1.64
Proficiency End	0	0	0	0	2	18	5	46	4	36	4.18
Need	0	0	1	9	0	0	5	46	5	46	4.27

14. Demonstrate support of professional organizations by:
a. joining local, state, national school psychology organizations

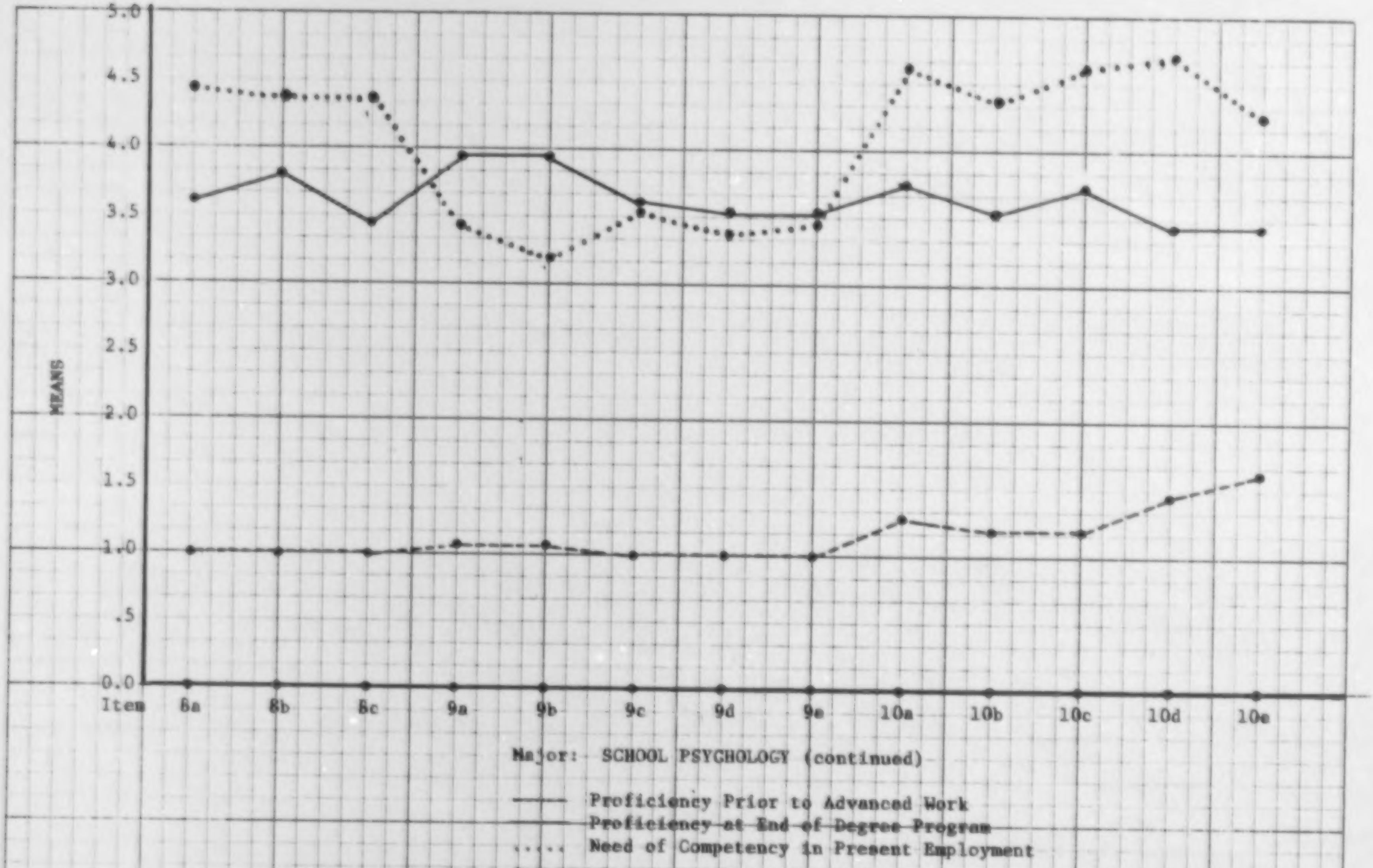
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	1	9	0	0	0	0	0	0	1.09
Proficiency End	0	0	0	0	2	18	3	27	6	55	4.36
Need	1	9	0	0	0	0	5	46	5	46	4.18

b. attending professional meetings at the local, state, and national level

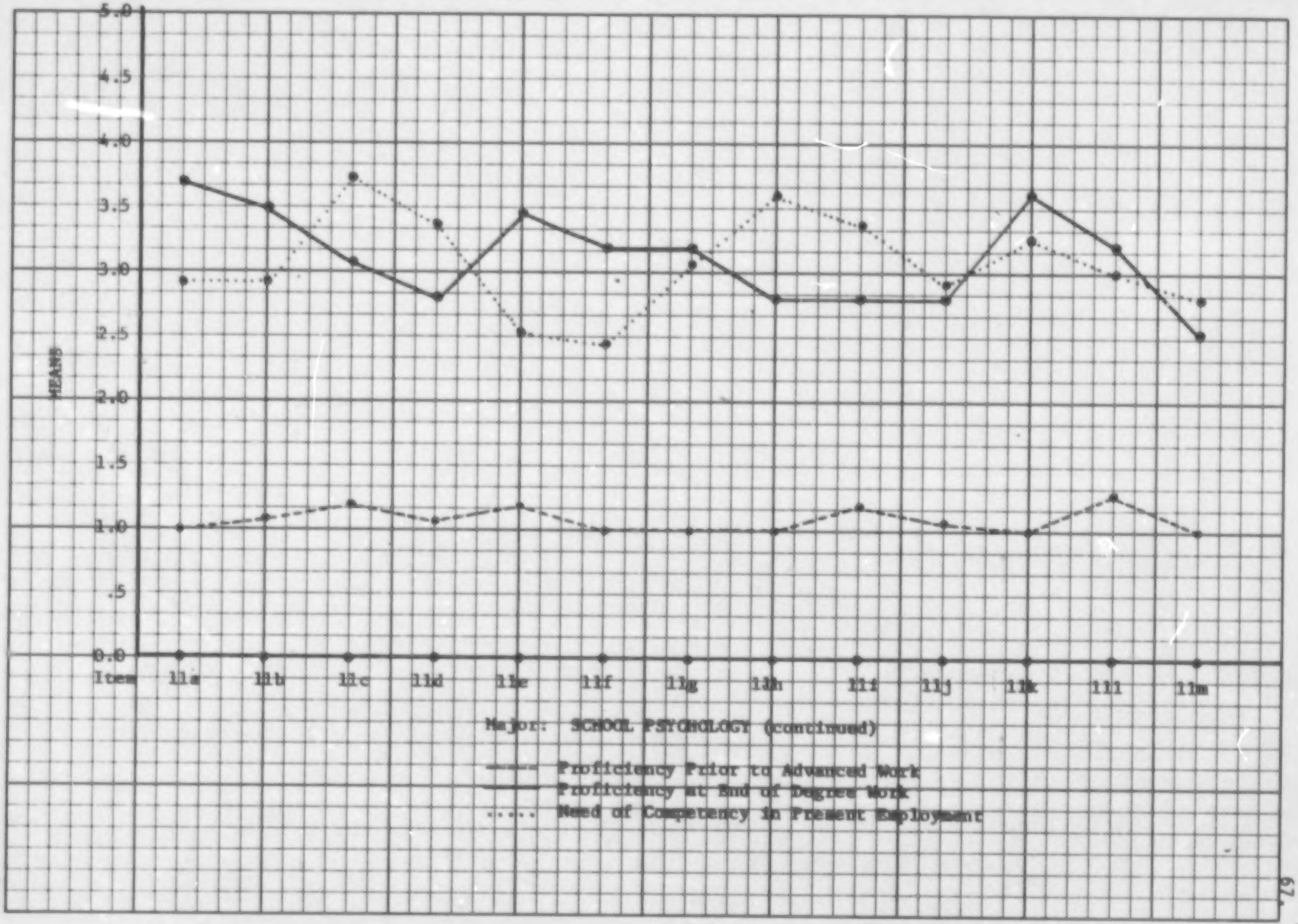
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	10	91	1	9	0	0	0	0	0	0	1.09
Proficiency End	0	0	0	0	2	18	3	27	6	55	4.36
Need	1	9	0	0	0	0	5	46	5	46	4.18



6 Squares to the Inch

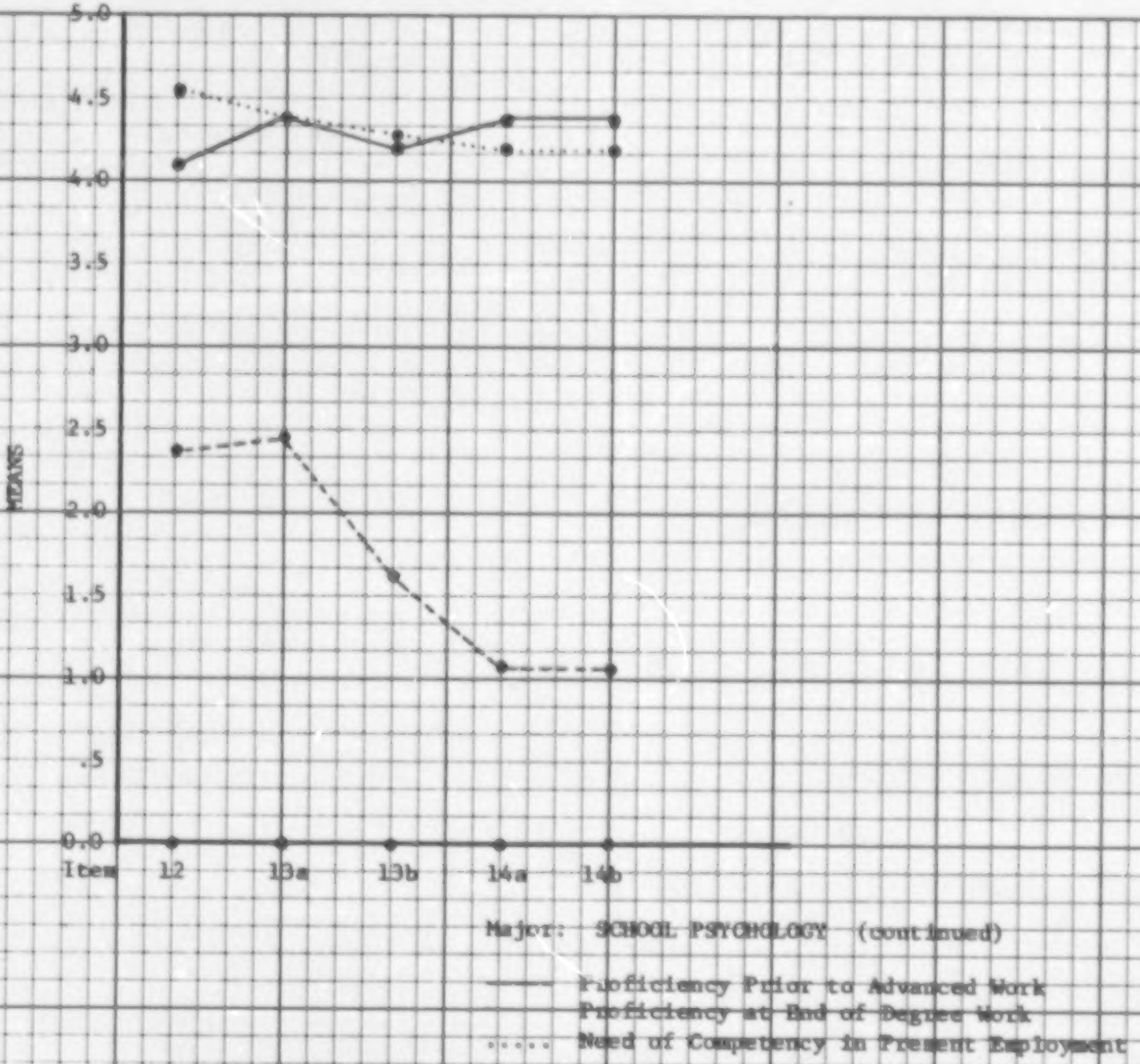


Major: SCHOOL PSYCHOLOGY (continued)



Major: SCHOOL PSYCHOLOGY (continued)

6 Squares to the Inch



Major: SCHOOL PSYCHOLOGY (continued)

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6 Squares to the Inch

Major: Secondary Education

1. Investigate various teaching strategies appropriate for the secondary classroom.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	11	3	16	10	53	4	21	0	0	2.84
Proficiency End	0	0	2	11	3	16	13	69	1	5	3.68
Need	0	0	4	21	1	5	8	42	6	32	3.84

2. Develop a rationale for teaching one's chosen area of certification.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	12	4	24	7	41	2	12	2	12	2.88
Proficiency End	0	0	2	12	3	18	9	53	3	18	3.76
Need	3	18	1	6	4	24	6	35	3	18	3.29

3. Apply basic curriculum principles to the design of junior high, middle school and high school curriculum.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	17	7	39	7	39	1	6	0	0	2.33
Proficiency End	0	0	1	6	3	17	10	56	4	22	3.94
Need	0	0	0	0	5	29	8	47	4	24	3.94

4. Understand the history, philosophy, and social forces that led to the present structure of the American secondary school.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	5	26	8	42	6	32	0	0	0	0	2.05
Proficiency End	0	0	4	21	6	32	7	37	2	11	3.37
Need	3	16	5	26	6	32	5	26	0	0	2.68

5. Identify the major physical, emotional, social and intellectual changes in the adolescent.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	5	6	32	10	53	2	11	0	0	2.68
Proficiency End	0	0	2	11	1	5	13	68	3	16	3.89
Need	0	0	1	5	1	5	7	37	10	53	4.37

Major: Secondary Education (continued)

6. Suggest changes which could be made in school settings to accommodate the developmental changes of the adolescent.

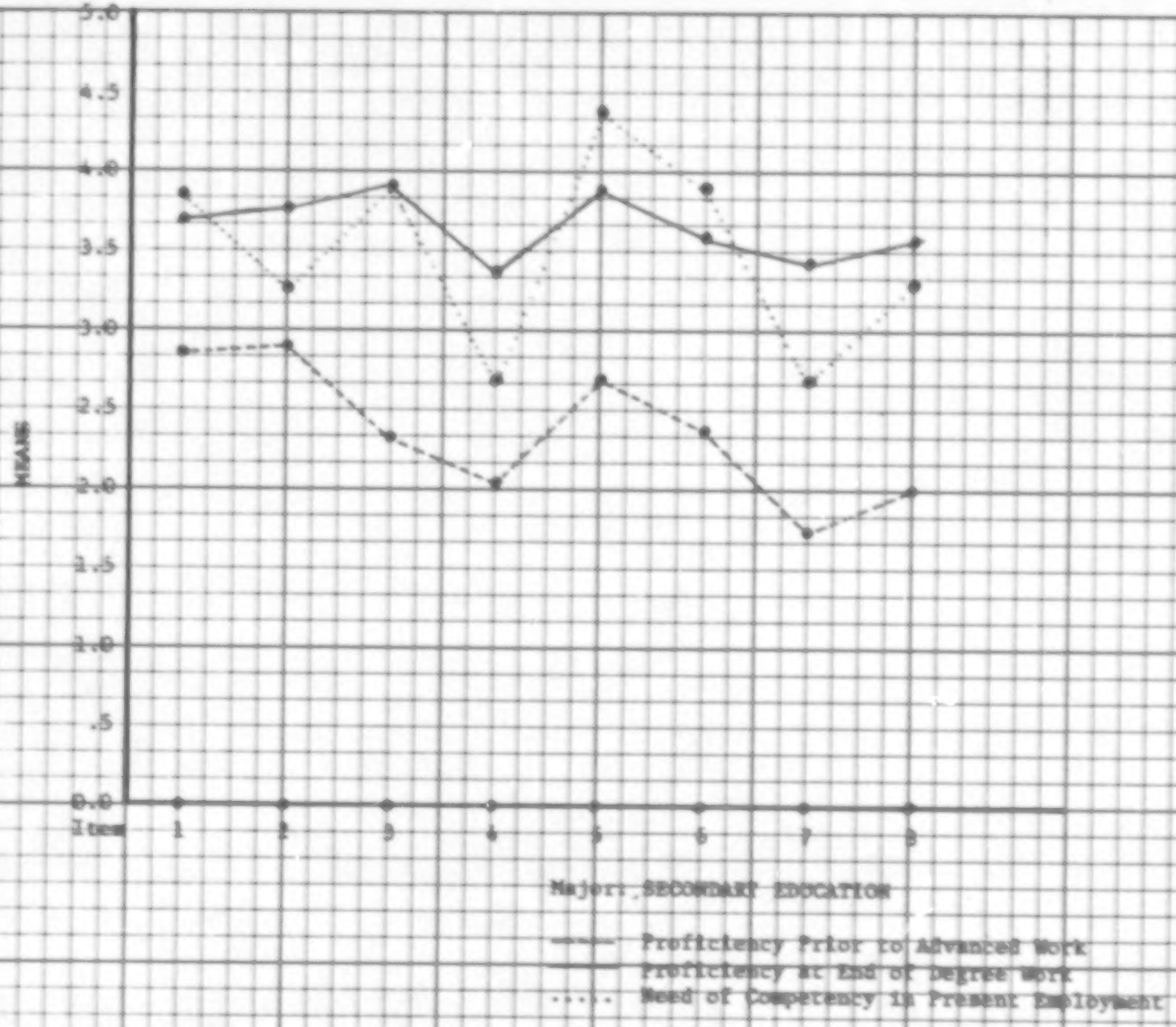
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	11	8	42	9	47	0	0	0	0	2.37
Proficiency End	0	0	1	5	6	32	11	58	1	5	3.63
Need	0	0	2	11	1	5	12	63	4	21	3.95

7. Demonstrate an understanding of the foundations of American education through an analysis of one of the following areas: [illegible]) traditional and modern philosophies of education; (2) historical development of education; or (3) comparative educational systems.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	9	47	6	32	4	21	0	0	0	0	1.74
Proficiency End	0	0	4	21	4	21	9	47	2	11	3.47
Need	4	21	5	26	4	21	5	26	1	5	2.68

8. Apply principles of human growth and development, social forces, philosophy, research and history to the process of curriculum development.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	6	32	7	37	6	32	0	0	0	0	2.00
Proficiency End	0	0	1	5	8	42	8	42	2	11	3.58
Need	2	11	0	0	8	42	8	42	1	5	3.32



6 Squares to the Inch

Major: Special Education

1. Select, administer, and interpret informal and formal diagnostic and assessment tools in order to plan an appropriate educational program for the special education student.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	2	9	11	50	4	18	4	18	1	5	2.69
Proficiency End	0	0	0	0	5	23	9	41	8	36	4.14
Need	1	3	1	5	2	9	8	36	10	46	4.14

2. Write an IEP based on assessment information collected by a multi-disciplinary team.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	14	6	29	6	29	4	19	2	10	2.81
Proficiency End	0	0	1	5	4	19	7	33	9	43	4.14
Need	1	5	1	5	3	14	3	14	13	62	4.24

3. Evaluate the impact of instruction on student behavior.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	5	6	27	9	41	6	27	0	0	2.91
Proficiency End	0	0	0	0	7	33	8	38	6	29	3.95
Need	1	5	1	5	2	10	6	29	11	52	4.19

4. Utilize appropriate interpersonal communication skills for facilitating interaction with other professionals and with parents.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	3	14	8	38	9	43	1	5	3.38
Proficiency End	0	0	0	0	2	9	11	50	9	41	4.32
Need	1	5	0	0	0	0	8	36	13	59	4.45

5. Effectively employ the diagnostic prescriptive teaching model to effectively teach the special education student.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	18	9	41	4	18	3	14	2	9	2.55
Proficiency End	0	0	1	5	6	27	7	32	8	36	4.00
Need	1	5	3	14	2	9	7	32	9	41	3.91

Major: Special Education (continued)

6. Organize appropriate instructional programs in alternative classroom environments such as the resource room, self-contained unit, and the regular classroom or a combination thereof in order to respond to each student's needs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	14	7	32	8	36	4	18	0	0	2.59
Proficiency End	0	0	1	5	6	27	7	32	8	36	4.00
Need	3	14	2	9	1	5	9	41	7	32	3.68

7. Design and implement appropriate social and behavioral programming based on different theoretical models such as in order to meet the special student's needs.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	1	5	8	36	10	46	2	9	1	5	2.73
Proficiency End	0	0	0	0	3	14	12	57	6	29	4.14
Need	1	5	0	0	3	14	6	29	11	52	4.24

8. Identify the mandate of PL 94-142 and house Bill 455, Section 504, of the Vocational Rehabilitation Act and select or create strategies for their implementation in the local educational agency.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	8	38	7	33	3	14	1	5	2	10	2.14
Proficiency End	1	5	1	5	3	14	5	24	11	52	4.14
Need	1	5	2	10	6	29	6	29	6	29	3.67

9. Recognize the need for continued professional growth and identify opportunities which promote professional growth.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	6	27	9	41	3	14	4	18	3.23
Proficiency End	0	0	0	0	7	32	7	32	8	36	4.05
Need	0	0	0	0	7	32	8	36	7	32	4.00

10. Demonstrate appropriate ethical behavior related to all facets of the teaching profession.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	0	0	4	18	5	23	11	50	2	9	3.50
Proficiency End	0	0	0	0	4	18	13	59	5	23	4.05
Need	1	5	1	5	3	14	9	41	8	36	4.00

Major: Special Education (continued)

11. Identify current issues related to the discipline of special education.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	3	14	7	32	5	23	6	27	1	5	2.77
Proficiency End	0	0	1	5	4	18	11	50	6	27	4.00
Need	1	5	2	9	8	36	6	27	5	23	3.55

12. Demonstrate the knowledge, skills, and experiences you received from your practicum experience.

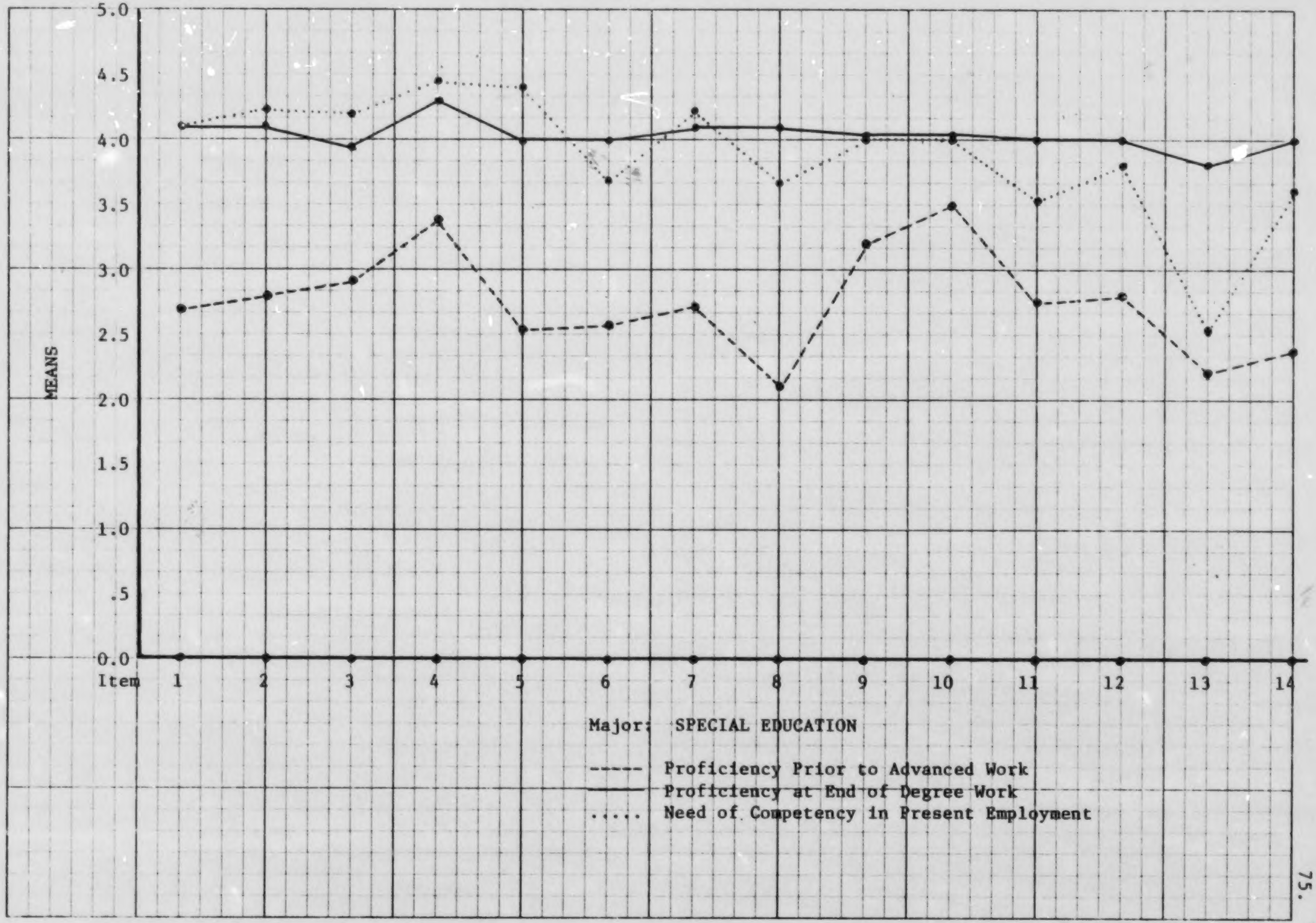
	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	20	5	25	5	25	3	15	3	15	2.80
Proficiency End	0	0	1	5	6	29	6	29	8	38	4.00
Need	0	0	1	5	9	45	3	15	7	35	3.80

13. Design research studies and evaluate research reported in professional journals.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	4	18	11	50	6	27	0	0	1	5	2.23
Proficiency End	0	0	1	5	7	32	9	41	5	23	3.82
Need	5	23	7	32	5	23	3	14	2	9	2.55

14. Select and implement an appropriate curriculum from various theoretical models.

	1		2		3		4		5		Means
	f	%	f	%	f	%	f	%	f	%	
Proficiency Prior	6	27	8	36	3	14	4	18	1	5	2.36
Proficiency End	0	0	1	5	4	18	11	50	6	27	4.00
Need	1	5	2	9	6	27	8	36	5	23	3.64



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Section IIB

An Analysis of Part C of the Questionnaire

Part C consisted of 12 x 3 = 39 items related to the advanced graduates' evaluative input regarding "non-major" courses and/or experiences in their programs. These items attempted to capture the graduates' evaluations of their perceived growth in research, multicultural education, humanistic, and behavioral studies.

Each of the 13 items asked for 3 different responses: 1. The student's perception of his/her proficiency prior to the start of the degree program, 2. proficiency at the end of the degree program, and 3. need for this objective for a typical student completing the program.

The students' responses are presented by 13 tables of data--broken down by item and major. In addition, a graphic picture of the results in each table is presented. The graphs depict, in a very observable manner, the students' perceived growth in and need for each of the 13 competency areas.

The primary purpose of presenting the data in this manner is to permit futher observations/analyses by the various program faculties. The writer of this report did not make any specific narrative findings regarding comparisons of majors or narrative observations regarding growth and need patterns of specific groups of students (programs).

However, a summary based on the total means (all majors combined) was completed. The results of this analysis is presented on the next page. This table shows, for one example, that the highest proficiency of all majors combined prior to the start of their graduate programs was #9--ability to work with others ... . The "prior" mean was 3.49 and earned a rank of 1. At the conclusion of their graduate program, they perceived themselves as having a mean proficiency of 4.03 (highest proficiency of the 13 items

--thus another rank of "1". For this competency (#9), the total group of students showed a mean growth of .54 points--which was related to a rank of 12 in total growth. They perceived the mean need for this competency to be 4.57--the highest needed competency in the set of 13.)

The most overall growth occurred with competency 2 -- a mean growth of 1.59 points.

The second most needed competency was #1 -- ability to understand research literature.

Other similar findings can be ferreted out from the data presented in this table.

The findings per program area for the 13 competency items are presented subsequently.

A Summary Analysis of the Total Means of Part C of the Questionnaire

Item	Proficiency Prior		Proficiency At End		Growth		Need	
	Total Mean	Rank	Total Mean	Rank	Mean Gain	Rank	Total Mean	Rank
1. Ability to understand the research literature in your specialty area.	2.30	9	3.85	2	1.55	2	4.25	2
2. Ability to explain and use common descriptive statistical concepts, such as mean, standard deviation, variance, correlation coefficient, etc.	1.88	11	3.47	7	1.59	1	3.74	7
3. Ability to explain the findings from and use common techniques of statistical inference, such as confidence intervals, z or t-ratios, etc.	1.46	13	2.97	13	1.51	4	3.17	13
4. Knowledge of literature search tools and ability to use them in locating literature related to a research problem.	2.36	6.5	3.75	3	1.39	6	4.04	4
5. Ability to evaluate critically the problems, designs, procedures, and results of research done by others.	2.04	10	3.50	5	1.46	5	3.93	5
6. Ability to design and conduct a research study that is likely to produce unequivocal findings.	1.60	12	3.12	10	1.52	3	3.44	12
7. Ability to function in differential cultural settings.	2.84	2	3.32	8.5	.48	13	3.74	7
8. Ability to develop appropriate professional education strategies within the dynamics of diverse cultures.	2.36	6.5	3.11	11	.75	10	3.60	9

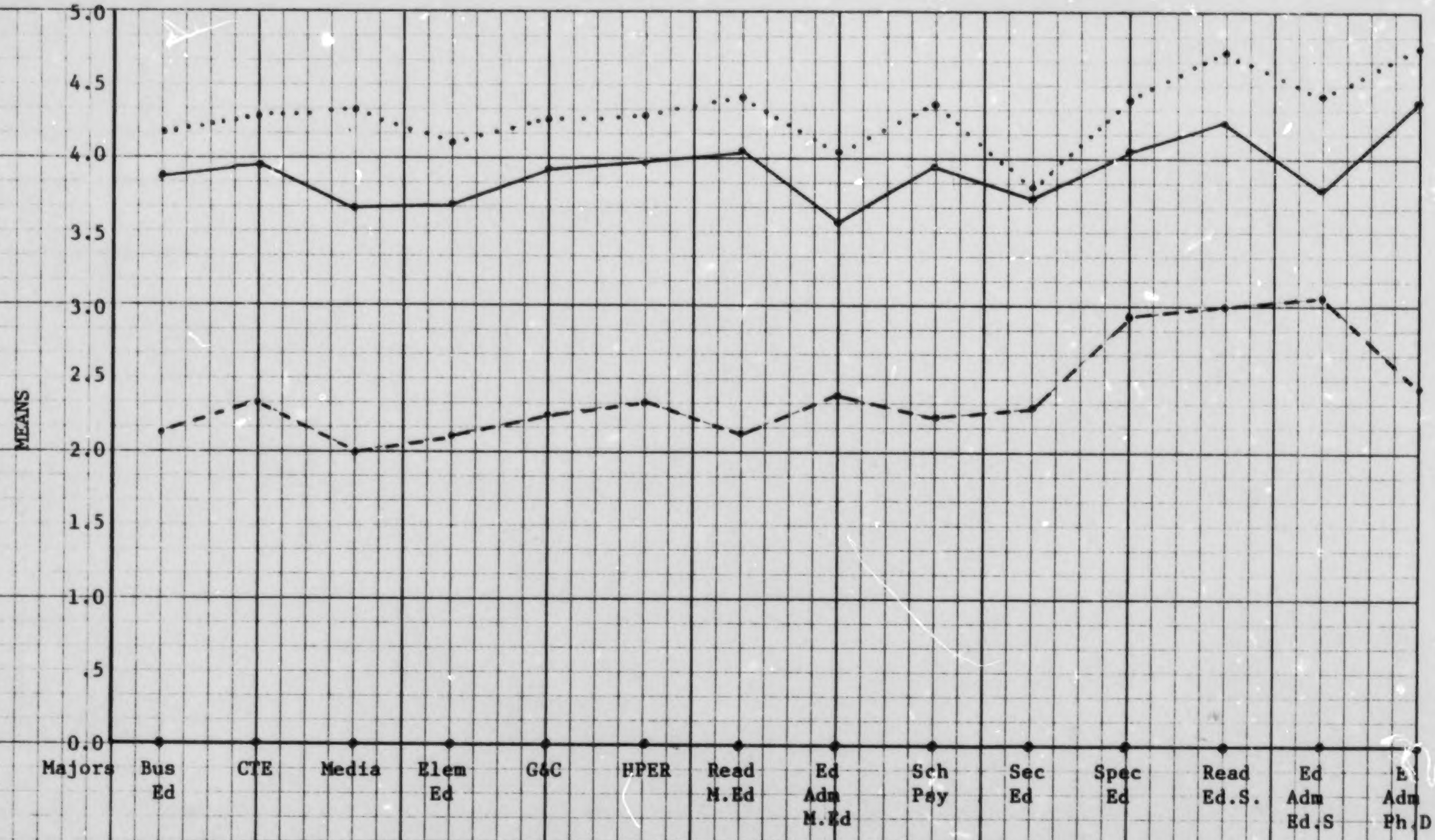
Continued	Proficiency Prior		Proficiency At End		Growth		Need	
Item	Total Mean	Rank	Total Mean	Rank	Mean Gain	Rank	Total Mean	Rank
9. Ability to work effectively with other teachers, specialists, administrators, students, parents and lay people, regardless of their value systems, race, age, sex, religion, socioeconomic status, etc.	3.49	1	4.03	1	.54	12	4.57	1
10. Ability to understand the effects that the following have had on the nature and aims of education, the curriculums, the organization and administration of a school system and the process of teaching and learning.								
A. Historical development of education	2.39	5	3.32	8.5	.93	9	3.54	10
B. Philosophical issues and beliefs	2.50	4	3.48	6	.98	7	3.74	7
C. Findings and methods in psychology, especially educational psychology	2.65	3	3.60	4	.95	8	4.05	3
D. Findings and methods in areas such as sociology, anthropology, economics and political science.	2.31	8	3.03	12	.72	11	3.51	11

1. Ability to understand the research literature in your specialty area.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
36. Prof. Prior	5	18	14	50	9	32	0	0	0	0	2.14
37. Prof. End	0	0	0	0	9	32	14	50	5	18	3.86
38. Need	0	0	2	7	1	4	15	54	10	36	4.18
Major: CTE											
Prof. Prior	2	5	24	62	11	28	2	5	0	0	2.33
Prof. End	0	0	1	3	7	18	23	59	8	21	3.97
Need	0	0	2	5	3	8	15	40	18	47	4.29
Major: Media											
Prof. Prior	4	27	7	47	4	27	0	0	0	0	2.00
Prof. End	0	0	1	7	5	33	7	47	2	13	3.67
Need	0	0	0	0	1	7	8	53	6	40	4.33
Major: Elem Ed											
Prof. Prior	7	13	34	63	12	22	1	2	0	0	2.13
Prof. End	0	0	1	2	19	35	30	56	4	7	3.68
Need	1	2	2	4	1	2	34	64	15	28	4.13
Major: G & C											
Prof. Prior	8	16	28	55	11	22	3	6	1	2	2.24
Prof. End	0	0	1	2	12	24	30	59	8	16	3.88
Need	0	0	2	4	1	2	30	60	17	34	4.24
Major: HPER											
Prof. Prior	3	9	17	53	10	31	2	6	0	0	2.34
Prof. End	0	0	0	0	7	22	20	63	5	16	3.94
Need	0	0	0	0	3	10	17	55	11	36	4.26
Major: Reading (MA)											
Prof. Prior	18	27	25	38	20	30	2	3	1	2	2.14
Prof. End	0	0	1	2	11	17	37	56	17	26	4.06
Need	0	0	0	0	2	3	32	50	30	47	4.44
Major: Ed. Adm (MA)											
Prof. Prior	14	19	31	41	21	28	8	11	1	1	2.35
Prof. End	1	1	6	8	25	33	36	48	7	9	3.56
Need	0	0	5	7	7	9	40	53	23	31	4.08
Major: School Psy											
Prof. Prior	2	18	5	46	3	27	1	9	0	0	2.27
Prof. End	0	0	0	0	3	27	6	55	2	18	3.91
Need	0	0	0	0	0	0	7	64	4	36	4.36
Major: Sec. Ed.											
Prof. Prior	5	26	5	26	7	39	2	11	0	0	2.32
Prof. End	0	0	1	6	3	17	14	78	0	0	3.72
Need	0	0	3	17	2	11	9	50	4	22	3.78
Major: Spec Ed.											
Prof. Prior	2	9	9	41	3	14	5	23	3	14	2.91
Prof. End	0	0	0	0	5	23	11	50	6	27	4.05
Need	0	0	0	0	1	5	12	55	9	41	4.36

1. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
36. Prof. Prior	0	0	1	25	2	50	1	25	0	0	3.00
37. Prof. End	0	0	0	0	1	25	1	25	2	50	4.25
38. Need	0	0	0	0	0	0	1	25	3	75	4.75
Major: Ed. Adm (Sp)											
Prof. Prior	0	0	1	10	7	70	2	20	0	0	3.10
Prof. End	0	0	0	0	2	20	8	80	0	0	3.80
Need	0	0	0	0	0	0	6	60	4	40	4.40
Major: Ed. Ad(Ph.D)											
Prof. Prior	2	14	6	43	4	29	2	14	0	0	2.43
Prof. End	0	0	0	0	1	7	7	50	6	43	4.36
Need	0	0	0	0	0	0	3	21	11	79	4.79
Total											
Prof. Prior	72	16	207	47	124	28	31	7	6	1	2.30
Prof. End	1	2	12	3	110	26	234	55	72	17	3.85
Need	1	2	16	4	22	5	229	53	165	38	4.25



1. Ability to understand the research literature in your specialty area.

------ Proficiency Prior to Advanced Work

——— Proficiency at End of Degree Program

...... Need of Competency in Present Employment

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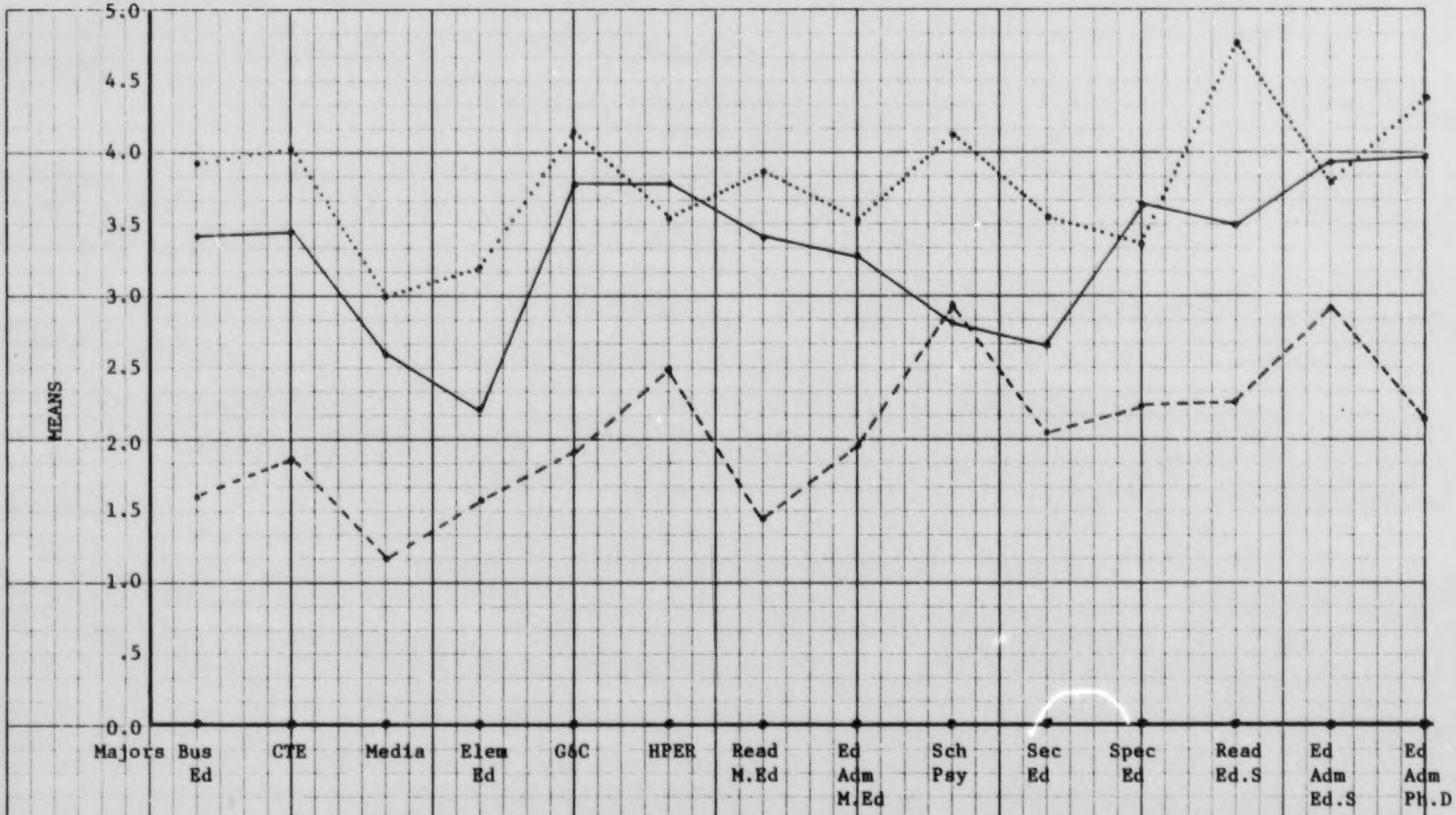
2. Ability to explain and use common descriptive statistical concepts, such as mean, standard deviation, variance, correlation coefficient, etc.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
39. Prof. Prior	13	46	12	43	3	11	0	0	0	0	1.64
40. Prof. End	0	0	5	18	11	39	7	25	5	18	3.43
41. Need	1	4	1	4	5	19	12	44	8	30	3.93
Major: CTE											
Prof. Prior	14	36	18	46	6	15	1	3	0	0	1.85
Prof. End	1	3	3	8	16	41	15	39	4	10	3.46
Need	1	3	1	3	5	14	18	49	12	32	4.05
Major: Media											
Prof. Prior	12	80	2	13	0	0	1	7	0	0	1.33
Prof. End	0	0	8	53	5	33	2	13	0	0	2.60
Need	1	7	3	20	6	40	5	33	0	0	3.00
Major: Elem Ed											
Prof. Prior	28	52	22	41	4	7	0	0	0	0	1.56
Prof. End	0	0	10	19	25	46	16	30	3	6	3.22
Need	5	9	9	17	12	22	24	44	4	7	3.24
Major: G & C											
Prof. Prior	24	47	14	28	10	20	2	4	1	2	1.86
Prof. End	0	0	0	0	20	39	22	43	9	18	3.78
Need	0	0	1	2	5	10	22	44	22	44	4.30
Major: HPER											
Prof. Prior	5	16	12	38	11	34	2	6	2	6	2.50
Prof. End	0	0	2	6	9	28	14	44	7	22	3.81
Need	2	6	2	6	7	22	18	56	3	9	3.56
Major: Reading (MA)											
Prof. Prior	41	62	19	29	5	8	1	2	0	0	1.48
Prof. End	1	2	9	14	27	41	18	27	11	17	3.44
Need	1	2	5	8	9	14	36	56	13	20	3.86
Major: Ed. Adm (MA)											
Prof. Prior	23	31	38	51	10	13	4	5	0	0	1.93
Prof. End	0	0	13	17	35	46	23	30	5	7	3.26
Need	3	4	11	15	12	16	41	54	9	12	3.55
Major: School Psy											
Prof. Prior	2	18	1	9	5	46	2	18	1	9	2.91
Prof. End	0	0	0	0	3	27	7	64	1	9	3.82
Need	0	0	0	0	1	9	6	55	4	36	4.27
Major: Sec. Ed.											
Prof. Prior	8	42	3	16	7	37	1	5	0	0	2.05
Prof. End	0	0	2	11	3	17	12	67	1	6	3.67
Need	2	11	2	11	0	0	12	67	2	11	3.56
Major: Spec Ed.											
Prof. Prior	6	27	9	41	3	14	4	18	0	0	2.23
Prof. End	0	0	3	14	5	23	13	59	1	5	3.65
Need	1	5	4	18	6	27	8	36	3	14	3.36

2. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	0	0	3	75	1	25	0	0	0	0	2.25
Prof. End	0	0	0	0	2	50	2	50	0	0	3.50
Need	0	0	0	0	0	0	1	25	3	75	4.75
Major: Ed. Adm (Sp)											
Prof. Prior	0	0	3	30	5	50	2	20	0	0	2.90
Prof. End	0	0	1	10	3	30	2	20	4	40	3.90
Need	0	0	1	10	3	30	3	30	3	30	3.80
Major: Ed. Ad(Ph.D)											
Prof. Prior	3	21	5	39	5	39	0	0	0	0	2.15
Prof. End	0	0	0	0	3	39	4	31	4	31	3.92
Need	0	0	0	0	1	8	6	46	6	46	4.38
Total											
Prof. Prior	179	41	161	37	75	17	20	5	4	1	1.88
Prof. End	2	5	56	13	169	38	157	36	55	13	3.47
Need	17	4	40	9	72	17	212	49	92	21	3.74



2. Ability to explain and use common descriptive statistical concepts, such as mean, standard deviation, variance, correlation coefficient, etc.

----- Proficiency Prior to Advanced Work
——— Proficiency at end of Degree Program
..... Need of Competency in Present Employment

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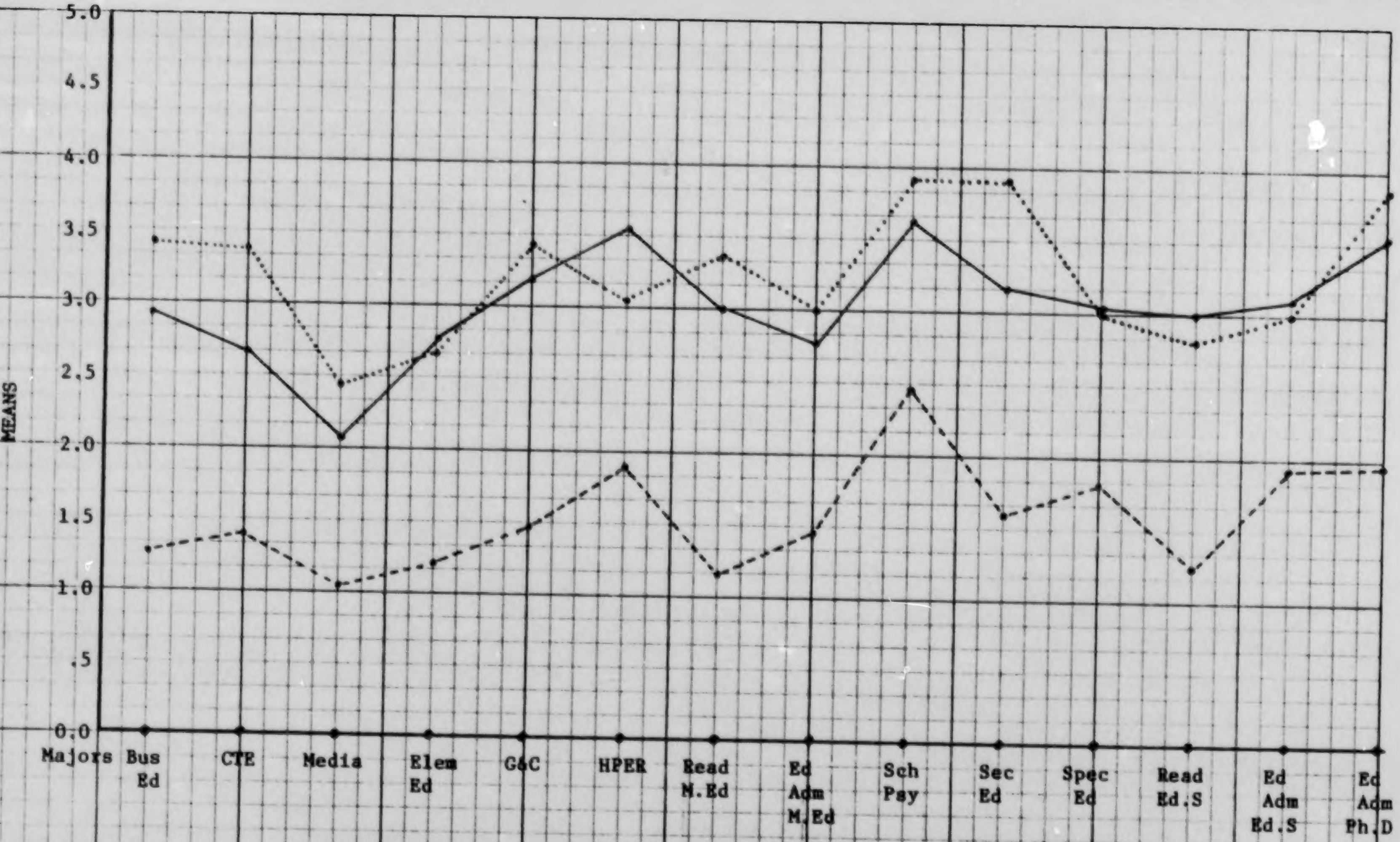
6 Squares to the Inch

3. Ability to explain the findings from and use common techniques of statistical inference, such as confidence intervals, z or t-ratios, etc.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
42. Prof. Prior	20	71	8	29	0	0	0	0	0	0	1.29
43. Prof. End	3	11	6	21	10	36	8	29	1	4	2.93
44. Need	2	7	4	15	6	22	11	41	4	15	3.41
Major: CTE											
Prof. Prior	26	67	11	28	2	5	0	0	0	0	1.38
Prof. End	5	13	10	26	18	46	5	13	1	3	2.67
Need	4	11	4	11	10	26	14	37	6	16	3.37
Major: Media											
Prof. Prior	14	93	1	7	0	0	0	0	0	0	1.07
Prof. End	3	20	8	53	4	27	0	0	0	0	2.07
Need	3	20	4	27	6	40	2	13	0	0	2.47
Major: Elem Ed											
Prof. Prior	44	82	9	17	1	2	0	0	0	0	1.20
Prof. End	1	2	23	43	18	33	12	22	0	0	2.76
Need	9	17	12	22	22	41	10	19	1	2	2.67
Major: G & C											
Prof. Prior	33	64	14	27	4	8	1	2	0	0	1.48
Prof. End	3	6	8	16	21	41	15	29	4	8	3.18
Need	4	8	7	14	11	22	17	34	11	22	3.48
Major: HPER											
Prof. Prior	13	41	12	38	4	13	3	9	0	0	1.91
Prof. End	0	0	3	9	11	34	15	47	3	9	3.56
Need	2	6	6	19	12	38	11	34	1	3	3.09
Major: Reading (MA)											
Prof. Prior	57	86	7	11	2	3	0	0	0	0	1.17
Prof. End	6	9	18	28	17	26	18	28	6	9	3.00
Need	5	8	10	16	18	28	19	30	12	19	3.36
Major: Ed. Adm (MA)											
Prof. Prior	55	72	11	15	8	11	2	3	0	0	1.43
Prof. End	7	9	21	28	32	42	15	20	1	1	2.76
Need	10	13	12	16	27	36	22	29	5	7	3.00
Major: School Psy											
Prof. Prior	4	36	2	18	2	18	2	18	1	9	2.45
Prof. End	0	0	1	9	4	36	4	36	2	18	3.64
Need	0	0	1	9	1	9	7	64	2	18	3.91
Major: Sec. Ed.											
Prof. Prior	12	63	3	16	3	16	1	5	0	0	1.63
Prof. End	2	11	1	6	8	44	6	33	1	6	3.17
Need	3	17	3	17	4	22	7	39	1	6	3.91
Major: Spec Ed.											
Prof. Prior	11	50	6	27	3	14	2	9	0	0	1.82
Prof. End	1	5	6	27	7	32	7	32	1	5	3.05
Need	3	14	7	32	4	18	7	32	1	5	3.00

3. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	3	75	1	25	0	0	0	0	0	0	1.25
Prof. End	0	0	1	25	2	50	1	25	0	0	3.00
Need	0	0	0	0	1	25	0	0	3	75	2.82
Major: Ed. Adm (Sp)											
Prof. Prior	3	30	5	50	2	20	0	0	0	0	1.90
Prof. End	0	0	2	20	5	50	3	30	0	0	3.10
Need	1	10	1	10	5	50	3	30	0	0	3.00
Major: Ed. Ad(Ph.D)											
Prof. Prior	5	39	5	39	2	15	1	8	0	0	1.92
Prof. End	1	8	1	8	3	23	6	46	2	15	3.54
Need	0	0	1	8	3	23	6	46	3	23	3.85
Total											
Prof. Prior	300	68	95	22	33	7	12	3	1	2	1.46
Prof. End	32	7	109	25	160	37	115	26	22	5	2.97
Need	46	11	72	17	130	30	136	31	50	12	3.17



3. Ability to explain the findings from and use common techniques of statistical inference, such as confidence intervals, z or t-ratios, etc.

- - - - Proficiency Prior to Advanced Work
—— Proficiency at end of Degree Program
. . . . Need of Competency in Present Employment

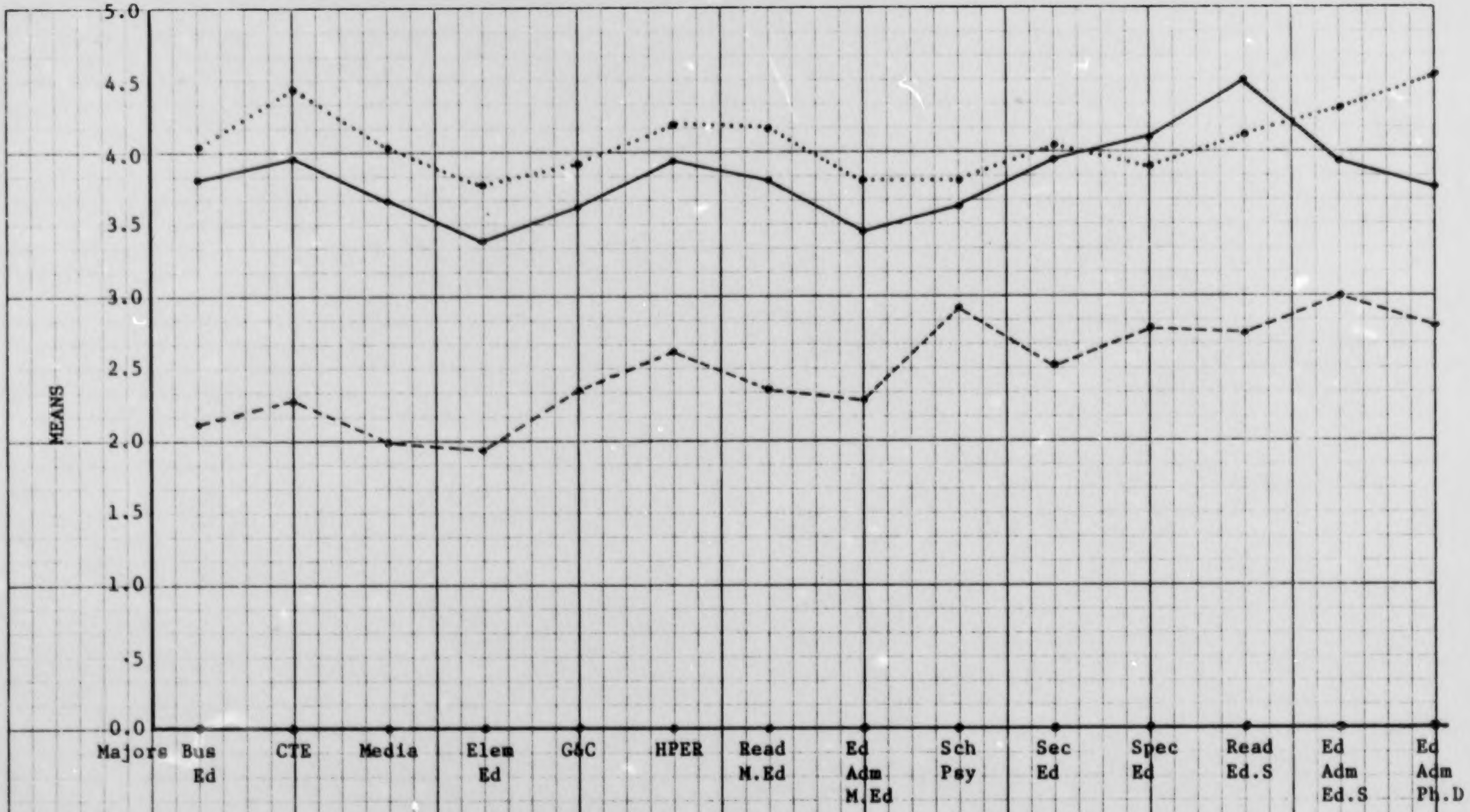
6 Squares to the Inch

4. Knowledge of literature search tools and ability to use them in locating literature related to a research problem.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
45. Prof. Prior	6	21	14	50	4	14	4	14	0	0	2.14
46. Prof. End	0	0	3	11	5	18	14	50	6	21	3.82
47. Need	0	0	3	11	2	7	13	48	9	33	4.04
Major: CTE											
Prof. Prior	6	15	17	44	15	39	1	3	0	0	2.28
Prof. End	0	0	0	0	10	26	21	54	8	21	3.95
Need	0	0	1	3	2	5	16	42	19	50	4.39
Major: Media											
Prof. Prior	6	40	4	27	4	27	1	7	0	0	2.00
Prof. End	0	0	1	7	6	40	5	33	3	20	3.67
Need	0	0	1	7	1	7	9	60	4	27	4.07
Major: Elem Ed											
Prof. Prior	15	28	26	48	13	24	0	0	0	0	1.96
Prof. End	1	2	5	9	21	39	23	43	4	7	3.44
Need	2	4	2	4	14	26	24	44	12	22	3.78
Major: G & C											
Prof. Prior	10	19	22	42	12	23	8	15	0	0	2.35
Prof. End	0	0	3	6	18	35	25	49	5	10	3.63
Need	0	0	4	8	7	14	27	54	12	24	3.94
Major: HPER											
Prof. Prior	2	6	12	38	14	44	4	13	0	0	2.63
Prof. End	0	0	1	3	6	20	20	63	5	16	3.91
Need	0	0	1	3	3	9	17	53	11	34	4.19
Major: Reading (MA)											
Prof. Prior	17	26	22	33	16	24	9	14	2	3	2.35
Prof. End	0	0	3	5	22	33	25	38	16	24	3.82
Need	0	0	1	2	8	13	34	53	21	33	4.17
Major: Ed. Adm (MA)											
Prof. Prior	15	20	33	43	20	26	7	9	1	1	2.29
Prof. End	1	1	7	9	29	38	33	43	6	8	3.47
Need	3	4	0	0	18	24	42	56	12	16	3.80
Major: School Psy											
Prof. Prior	0	0	5	46	3	27	2	18	1	9	2.91
Prof. End	0	0	0	0	5	46	5	46	1	9	3.64
Need	0	0	0	0	1	9	8	73	2	18	3.80
Major: Sec. Ed.											
Prof. Prior	4	21	5	26	6	32	4	21	0	0	2.53
Prof. End	0	0	0	0	5	28	9	50	4	22	3.94
Need	1	6	1	6	1	6	11	61	4	22	4.09
Major: Spec Ed.											
Prof. Prior	2	9	7	32	7	32	6	27	0	0	2.77
Prof. End	0	0	1	5	2	9	13	59	6	27	4.09
Need	0	0	0	0	5	23	9	41	8	36	3.89

4. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	1	25	0	0	2	50	1	25	0	0	2.75
Prof. End	0	0	0	0	1	25	0	0	3	75	4.50
Need	0	0	0	0	1	25	0	0	3	75	4.14
Major: Ed. Adm (Sp)											
Prof. Prior	1	10	1	10	5	50	3	30	0	0	3.00
Prof. End	0	0	0	0	2	20	7	70	1	10	3.90
Need	0	0	0	0	0	0	7	70	3	30	4.30
Major: Ed. Ad(Ph.D)											
Prof. Prior	2	15	2	15	6	46	3	23	0	0	2.77
Prof. End	0	0	0	0	1	8	4	31	8	62	4.54
Need	0	0	0	0	0	0	6	46	7	54	4.54
Total											
Prof. Prior	87	20	170	39	127	29	53	12	4	1	2.36
Prof. End	2	5	24	5	133	30	204	46	76	17	3.75
Need	6	1	14	3	63	15	223	52	127	29	4.04



4. Knowledge of literature search tools and ability to use them in locating literature related to a research problem.

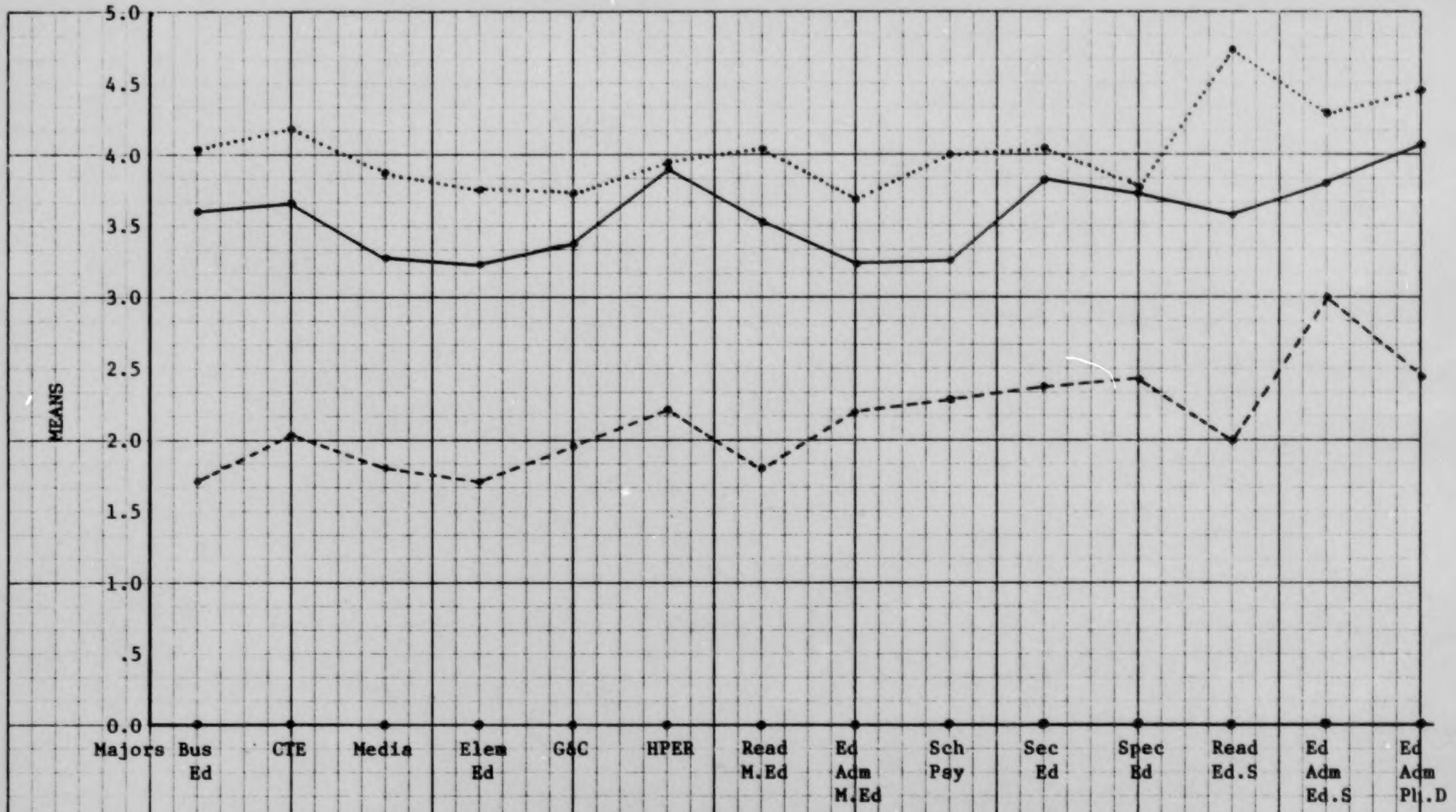
6 Squares to the Inch

5. Ability to evaluate critically the problems, designs, procedures and results of research done by others.

	1		2		3		4		5		
Major: Business Ed	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Means**
48. **Prof. Prior**	13	48	10	37	3	11	1	4	0	0	1.70
49. **Prof. End**	0	0	3	11	7	26	13	48	4	15	3.67
50. **Need**	0	0	2	7	3	11	14	52	8	30	4.04
Major: CTE											
Prof. Prior	11	28	16	41	11	28	1	3	0	0	2.05
Prof. End	0	0	2	5	15	39	16	41	6	16	3.67
Need	0	0	2	5	3	8	19	50	14	37	4.18
Major: Media											
Prof. Prior	8	53	4	27	2	13	0	0	1	7	1.80
Prof. End	0	0	3	20	5	33	7	47	0	0	3.27
Need	0	0	0	0	3	20	11	73	1	7	3.87
Major: Elem Ed											
Prof. Prior	21	39	28	52	5	9	0	0	0	0	1.70
Prof. End	1	2	6	11	28	52	17	32	2	4	3.24
Need	1	2	5	9	10	19	27	50	11	20	3.78
Major: G & C											
Prof. Prior	18	35	21	41	8	16	4	8	0	0	1.96
Prof. End	2	4	4	8	23	45	17	13	5	10	3.37
Need	0	0	6	13	8	17	25	52	9	19	3.77
Major: HPER											
Prof. Prior	4	13	20	63	6	19	1	3	1	3	2.22
Prof. End	0	0	0	0	9	28	18	56	5	16	3.88
Need	0	0	2	6	5	16	19	59	6	19	3.91
Major: Reading (MA)											
Prof. Prior	27	41	27	41	10	15	1	2	1	2	1.82
Prof. End	1	2	8	12	24	36	22	33	11	17	3.52
Need	0	0	2	3	7	11	40	63	15	23	4.06
Major: Ed. Adm (MA)											
Prof. Prior	16	21	36	47	18	24	5	7	1	1	2.20
Prof. End	3	4	11	15	30	40	28	37	4	5	3.25
Need	2	3	5	7	20	26	37	49	12	16	3.68
Major: School Psy											
Prof. Prior	3	27	4	36	3	27	0	0	1	9	2.27
Prof. End	0	0	2	18	5	46	3	27	1	9	3.27
Need	0	0	0	0	2	18	7	64	2	18	4.00
Major: Sec. Ed.											
Prof. Prior	3	16	8	42	6	32	2	11	0	0	2.37
Prof. End	0	0	0	0	5	28	11	61	2	11	3.83
Need	0	0	0	0	2	11	13	72	3	17	4.06
Major: Spec Ed.											
Prof. Prior	3	14	10	46	5	23	4	18	0	0	2.45
Prof. End	0	0	0	0	9	41	10	46	3	14	3.73
Need	1	5	2	9	2	9	13	59	4	18	3.77

5. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	1	25	2	50	1	25	0	0	0	0	2.00
Prof. End	0	0	0	0	1	25	3	75	0	0	3.75
Need	0	0	0	0	0	0	1	25	3	75	4.75
Major: Ed. Adm (Sp)											
Prof. Prior	0	0	3	30	4	40	3	30	0	0	3.00
Prof. End	0	0	0	0	2	20	8	80	0	0	3.80
Need	0	0	0	0	0	0	7	70	3	30	4.30
Major: Ed. Ad(Ph.D)											
Prof. Prior	2	15	4	31	6	46	1	8	0	0	2.46
Prof. End	0	0	0	0	3	23	6	46	4	31	4.08
Need	0	0	0	0	1	8	5	39	7	54	4.46
Total											
Prof. Prior	130	30	193	44	88	20	23	5	5	1	2.04
Prof. End	7	2	39	9	166	38	179	41	47	11	3.50
Need	4	1	26	6	66	15	238	55	98	23	3.93



5. Ability to evaluate critically the problems, designs, procedures, and results of research done by others.

- - - - Proficiency Prior to Advanced Work
———— Proficiency at end of Degree Program
. . . . . Need of Competency in Present Employment

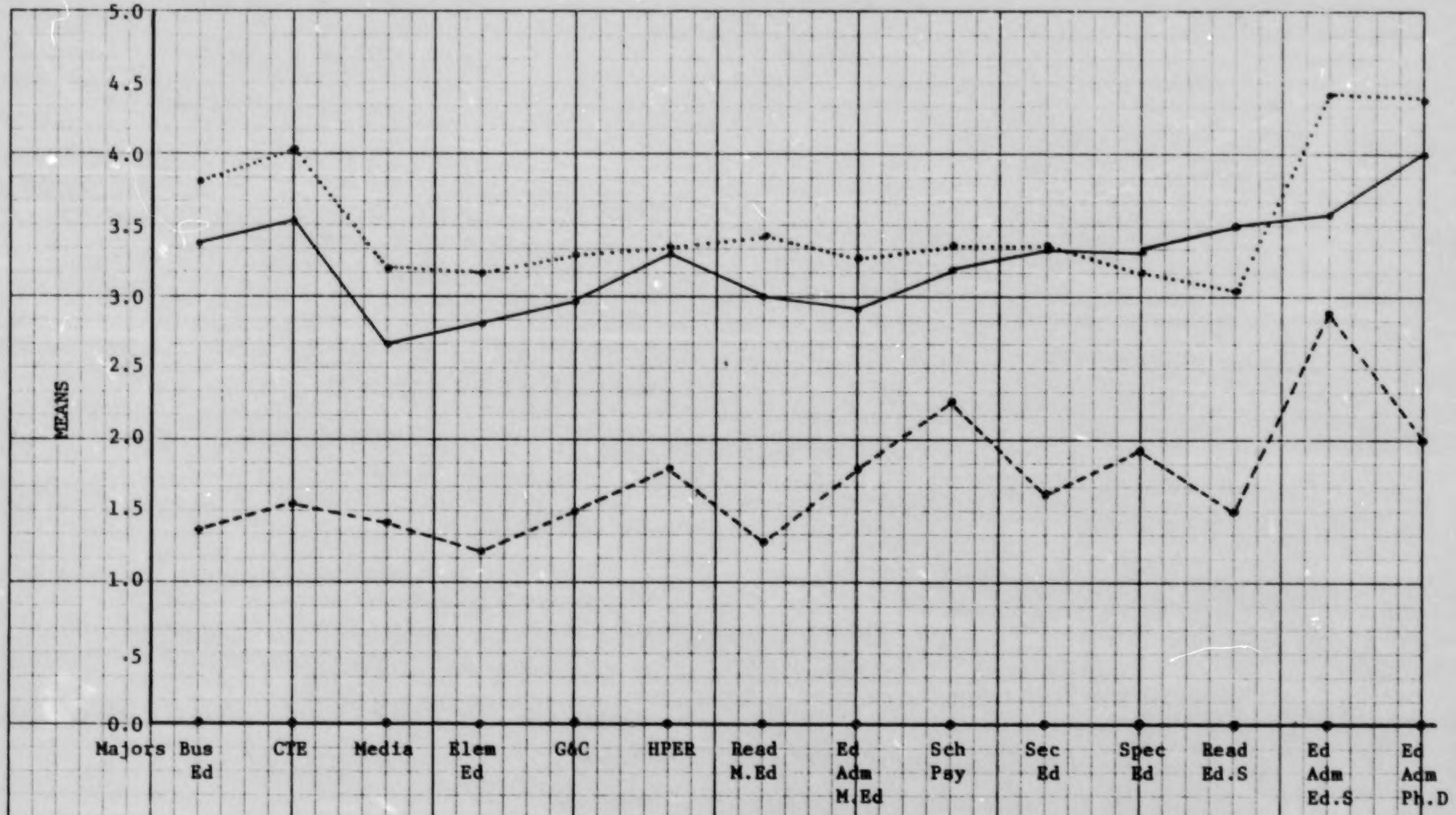
6 Squares to the Inch

6. Ability to design and conduct a research study that is likely to produce unequivocal findings.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
51. Prof. Prior	19	68	8	29	1	4	0	0	0	0	1.36
52. Prof. End	1	4	5	18	8	29	11	39	3	11	3.36
53. Need	0	0	2	7	5	19	16	59	4	15	3.81
Major: CTE											
Prof. Prior	20	51	16	41	3	8	0	0	0	0	1.56
Prof. End	1	3	5	33	4	27	4	27	0	0	3.54
Need	0	0	3	8	3	8	20	54	11	30	4.05
Major: Media											
Prof. Prior	11	73	2	13	2	13	0	0	0	0	1.40
Prof. End	2	13	5	33	4	27	4	27	0	0	2.67
Need	2	13	1	7	4	27	8	53	0	0	3.20
Major: Elem Ed											
Prof. Prior	42	78	11	20	1	2	0	0	0	0	1.24
Prof. End	2	4	19	35	22	41	9	17	2	4	2.81
Need	4	7	10	19	16	30	21	39	3	6	3.17
Major: G & C											
Prof. Prior	30	58	18	35	4	8	0	0	0	0	1.50
Prof. End	3	6	16	31	14	27	17	33	2	4	2.98
Need	1	2	8	16	18	37	20	41	2	4	3.29
Major: HPER											
Prof. Prior	15	47	10	31	6	19	0	0	1	3	1.81
Prof. End	0	0	6	19	13	41	10	31	3	9	3.31
Need	3	9	3	9	10	31	12	38	4	13	3.34
Major: Reading (MA)											
Prof. Prior	52	79	10	15	3	5	1	2	0	0	1.29
Prof. End	4	6	20	30	21	32	14	21	7	11	3.00
Need	1	2	10	16	24	38	20	31	9	14	3.41
Major: Ed. Adm (MA)											
Prof. Prior	34	45	27	36	11	15	4	5	0	0	1.80
Prof. End	6	8	18	24	31	41	17	23	3	4	2.91
Need	7	9	9	12	24	32	27	36	8	11	3.27
Major: School Psy											
Prof. Prior	3	27	4	36	3	27	0	0	1	9	2.27
Prof. End	0	0	1	9	8	73	1	9	1	9	3.18
Need	0	0	1	9	6	55	3	27	1	9	3.36
Major: Sec. Ed.											
Prof. Prior	11	58	4	21	4	21	0	0	0	0	1.63
Prof. End	0	0	4	22	4	22	10	56	0	0	3.33
Need	1	6	4	22	4	22	9	50	0	0	3.36
Major: Spec Ed.											
Prof. Prior	8	36	9	41	4	18	1	5	0	0	1.91
Prof. End	0	0	4	18	8	36	9	41	1	5	3.32
Need	2	9	4	18	7	32	9	41	0	0	3.17

6. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	2	50	2	50	0	0	0	0	0	0	1.50
Prof. End	0	0	1	25	1	25	1	25	1	25	3.50
Need	0	0	0	0	1	25	0	0	3	75	3.05
Major: Ed. Adm (Sp)											
Prof. Prior	0	0	4	40	3	30	3	30	0	0	2.90
Prof. End	0	0	0	0	4	40	6	60	0	0	3.60
Need	0	0	0	0	1	10	4	40	5	50	4.40
Major: Ed. Ad(Ph.D)											
Prof. Prior	4	31	5	39	4	31	0	0	0	0	2.00
Prof. End	0	0	0	0	4	31	5	39	4	31	4.00
Need	0	0	0	0	0	0	8	62	5	39	4.38
Total											
Prof. Prior	251	57	130	29	49	11	9	2	2	0	1.60
Prof. End	19	4	101	23	159	36	127	29	33	8	3.12
Need	21	5	55	13	123	29	177	41	55	13	3.44



6. Ability to design and conduct a research study that is likely to produce unequivocal findings.

---- Proficiency Prior to Advanced Work
—— Proficiency at end of Degree Program
..... Need of Competency in Present Employment

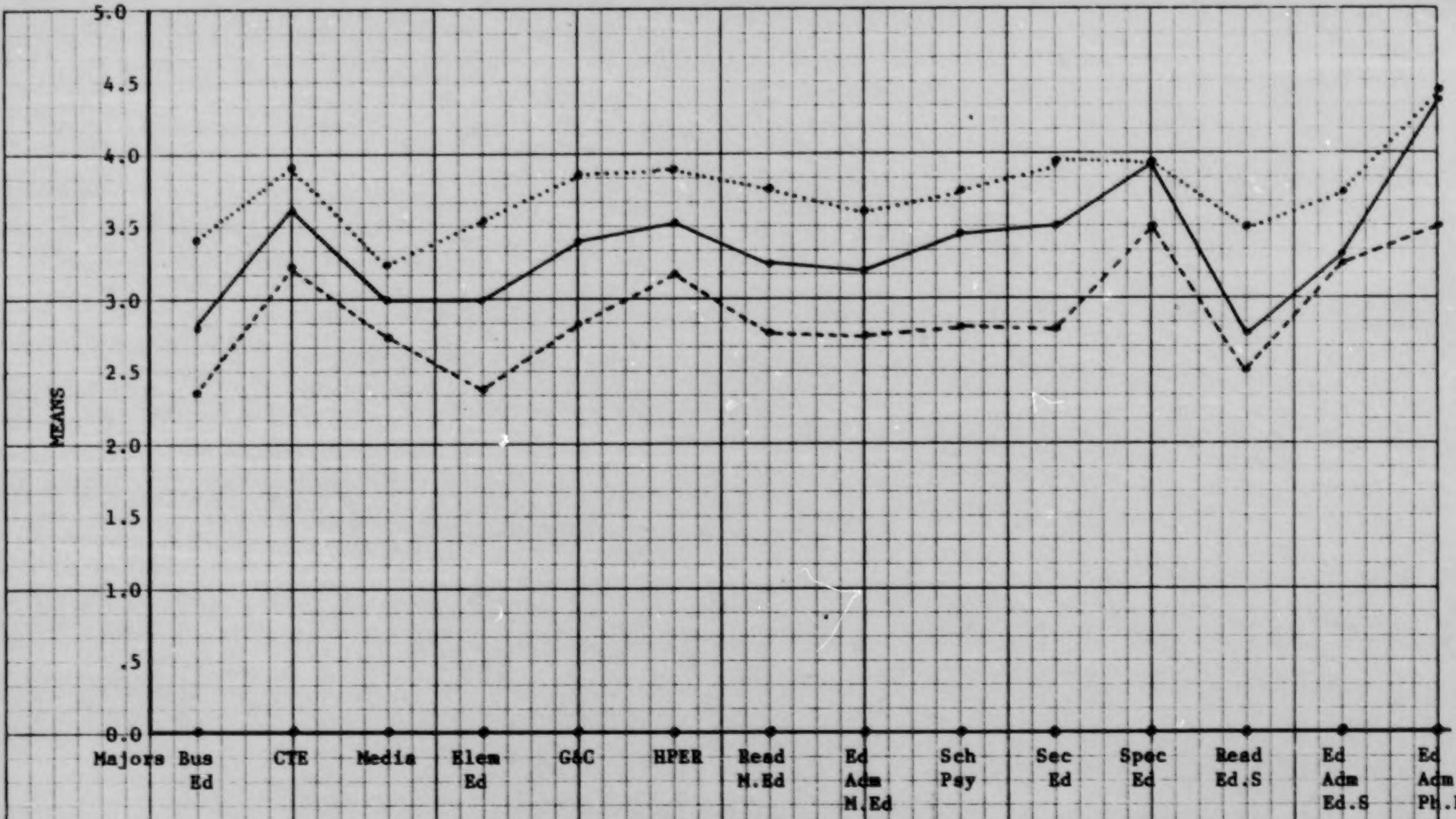
6 Squares to the Inch

7. Ability to function in differential cultural settings.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
54 . **Prof. Prior**	5	19	13	50	3	12	4	15	1	4	2.35
55 . **Prof. End**	4	15	6	23	9	35	5	19	2	8	2.81
56 . **Need**	1	4	2	8	11	44	7	28	4	16	3.44
Major: CTE											
Prof. Prior	1	3	4	10	21	54	12	31	1	3	3.21
Prof. End	0	0	3	8	13	33	19	49	4	10	3.62
Need	0	0	3	8	9	24	14	37	12	32	3.92
Major: Media											
Prof. Prior	1	7	5	33	7	47	1	7	1	7	2.73
Prof. End	1	8	2	15	7	54	2	15	1	8	3.00
Need	1	7	0	0	8	57	5	36	0	0	3.21
Major: Elem Ed											
Prof. Prior	9	17	20	39	18	35	5	10	0	0	2.37
Prof. End	2	4	11	21	24	46	15	29	0	0	3.00
Need	3	6	2	4	19	36	21	40	8	15	3.55
Major: G & C											
Prof. Prior	4	8	19	37	14	27	12	23	3	6	2.83
Prof. End	2	4	7	14	19	37	17	33	7	14	3.38
Need	1	2	3	6	12	25	20	41	13	27	3.84
Major: HPER											
Prof. Prior	1	3	6	19	16	50	6	19	3	9	3.13
Prof. End	0	0	3	10	14	45	8	26	8	26	3.55
Need	1	3	1	3	9	28	11	34	10	31	3.88
Major: Reading (MA)											
Prof. Prior	8	12	16	25	28	43	8	12	5	8	2.78
Prof. End	3	5	10	16	28	44	14	22	9	14	3.25
Need	0	0	3	5	18	29	32	51	10	16	3.78
Major: Ed. Adm (MA)											
Prof. Prior	10	13	18	24	31	42	10	14	5	7	2.76
Prof. End	7	10	8	11	32	43	20	27	7	10	3.16
Need	4	5	4	5	24	32	27	37	15	20	3.61
Major: School Psy											
Prof. Prior	1	9	3	27	4	36	3	27	0	0	2.82
Prof. End	0	0	2	18	3	27	5	46	1	9	3.45
Need	0	0	1	9	3	27	5	46	2	18	3.73
Major: Sec. Ed.											
Prof. Prior	2	11	5	26	7	37	5	26	0	0	2.79
Prof. End	0	0	2	11	7	39	7	39	2	11	3.50
Need	0	0	1	6	2	11	12	67	3	17	3.94
Major: Spec Ed.											
Prof. Prior	0	0	3	14	10	46	4	18	5	23	3.50
Prof. End	0	0	0	0	8	38	7	33	6	29	3.90
Need	1	5	1	5	4	19	8	38	7	33	3.90

7. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	1	25	1	25	1	25	1	25	0	0	2.50
Prof. End	1	25	1	25	0	0	2	50	0	0	2.75
Need	1	25	0	0	0	0	2	50	1	25	3.50
Major: Ed. Adm (Sp)											
Prof. Prior	1	10	1	10	4	40	3	30	1	10	3.20
Prof. End	0	0	2	20	5	50	1	10	2	20	3.30
Need	0	0	1	10	3	30	4	40	2	20	3.70
Major: Ed. Ad(Ph.D)											
Prof. Prior	0	0	2	14	6	43	3	21	3	21	3.50
Prof. End	0	0	1	7	1	7	4	29	8	57	4.36
Need	0	0	0	0	1	7	6	43	7	50	4.43
Total											
Prof. Prior	44	10	116	27	170	39	77	18	28	6	2.84
Prof. End	20	5	58	14	170	40	126	29	55	13	3.32
Need	13	3	22	5	123	29	174	41	94	22	3.74



7. Ability to function in differential cultural settings.

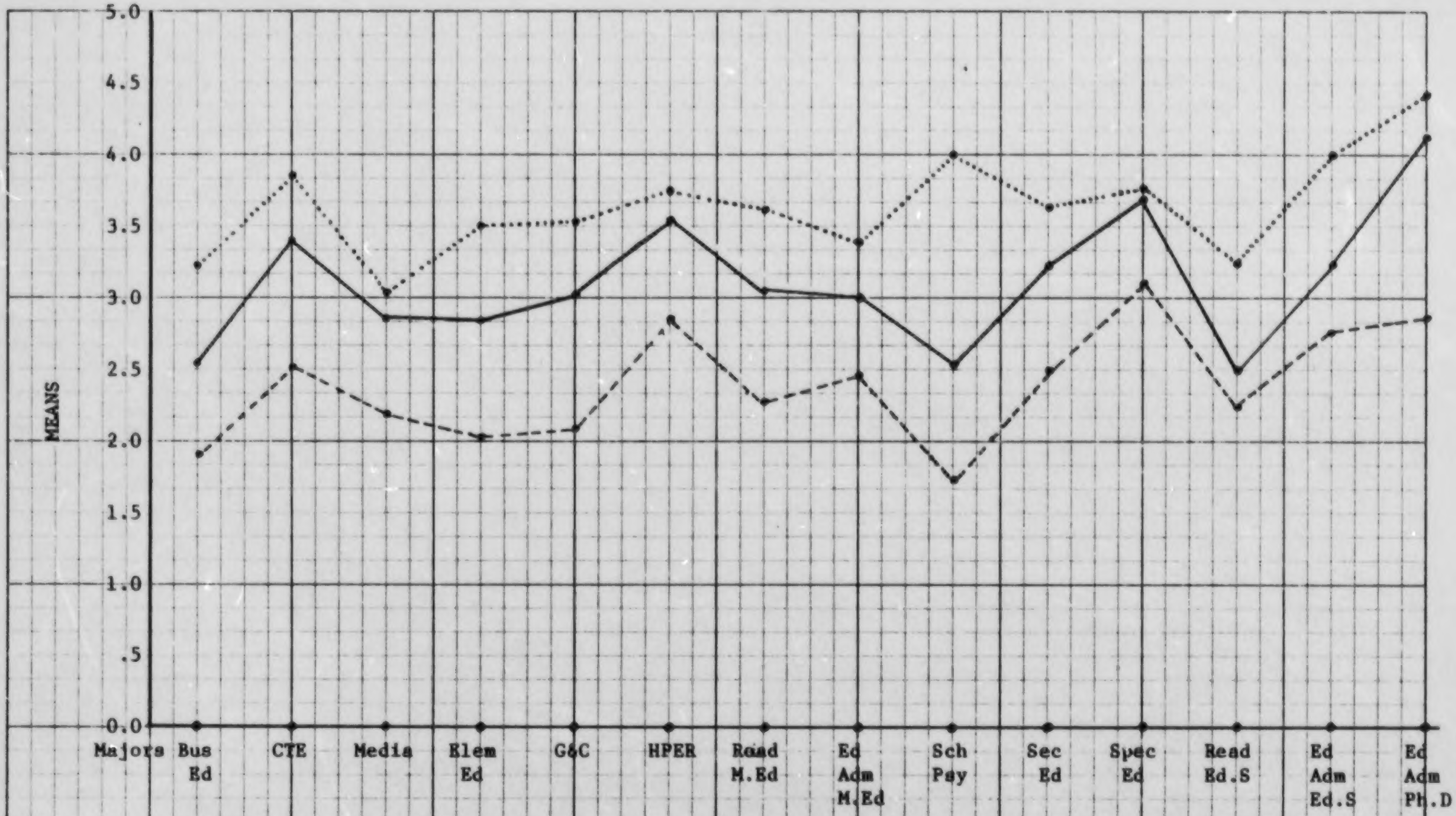
100.
6 Squares to the Inch

8. Ability to develop appropriate professional education strategies within the dynamics of diverse culture. 101.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
57. **Prof. Prior**	8	30	14	52	3	11	2	7	0	0	1.96
58. **Prof. End**	5	19	7	26	11	41	3	11	1	4	2.56
59. **Need**	1	4	5	19	10	39	7	29	3	12	3.23
Major: CTE											
Prof. Prior	6	15	11	28	18	46	4	10	0	0	2.51
Prof. End	2	5	3	8	16	41	13	33	5	13	3.41
Need	1	3	1	3	7	18	23	61	6	16	3.84
Major: Media											
Prof. Prior	5	33	6	40	1	7	2	13	1	7	2.20
Prof. End	3	20	1	7	7	47	3	20	1	7	2.87
Need	1	7	2	13	7	46	5	33	0	0	3.07
Major: Elem Ed											
Prof. Prior	18	33	19	35	14	26	3	6	0	0	2.04
Prof. End	3	6	17	32	19	35	15	28	0	0	2.85
Need	2	4	4	7	20	37	21	39	7	13	3.50
Major: G & C											
Prof. Prior	14	28	21	41	13	26	3	6	0	0	2.10
Prof. End	3	6	13	26	17	34	14	28	3	6	3.02
Need	2	4	5	11	14	30	18	38	8	17	3.53
Major: HPER											
Prof. Prior	2	7	8	26	15	48	5	16	1	3	2.84
Prof. End	1	3	1	3	14	52	10	32	5	16	3.55
Need	2	7	1	3	7	23	14	45	7	23	3.74
Major: Reading (MA)											
Prof. Prior	13	20	26	41	20	31	4	6	1	2	2.28
Prof. End	3	5	11	17	30	47	17	27	3	5	3.09
Need	0	0	5	8	20	32	31	49	7	11	3.63
Major: Ed. Adm (MA)											
Prof. Prior	15	21	25	34	19	26	12	16	2	3	2.47
Prof. End	5	7	16	22	28	39	20	28	3	4	3.00
Need	2	3	10	14	24	33	28	38	9	12	3.44
Major: School Psy											
Prof. Prior	4	36	6	55	1	9	0	0	0	0	1.73
Prof. End	1	9	5	46	3	27	2	18	0	0	2.55
Need	0	0	1	9	1	9	6	55	3	27	4.00
Major: Sec. Ed.											
Prof. Prior	2	11	7	39	7	39	2	11	0	0	2.50
Prof. End	0	0	3	18	8	47	5	29	1	6	3.24
Need	0	0	2	12	3	18	11	65	1	6	3.65
Major: Spec Ed.											
Prof. Prior	1	5	4	19	9	43	5	24	2	10	3.14
Prof. End	0	0	3	14	5	23	10	46	4	18	3.68
Need	1	5	3	14	2	9	10	46	6	27	3.77

8. Continued

	1		2		3		4		5		
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Means**
Major: Reading (Sp)											
Prof. Prior	1	25	1	25	2	50	0	0	0	0	2.25
Prof. End	1	25	1	25	1	25	1	25	0	0	2.50
Need	1	25	0	0	2	22	5	56	2	22	3.25
Major: Ed. Adm (Sp)											
Prof. Prior	1	11	2	22	4	44	2	22	0	0	2.78
Prof. End	0	0	1	11	5	56	3	33	0	0	3.22
Need	0	0	0	0	2	22	5	56	2	22	4.00
Major: Ed. Ad(Ph.D)											
Prof. Prior	2	14	1	7	8	57	3	21	0	0	2.86
Prof. End	1	7	0	0	1	7	6	43	6	43	4.14
Need	0	0	0	0	2	14	4	29	8	57	4.43
Total											
Prof. Prior	92	21	151	35	134	31	47	11	7	2	2.36
Prof. End	28	7	82	19	165	38	122	28	32	7	3.11
Need	13	3	39	9	120	28	184	43	68	16	3.60



8. Ability to develop appropriate professional education strategies within the dynamics of diverse culture.

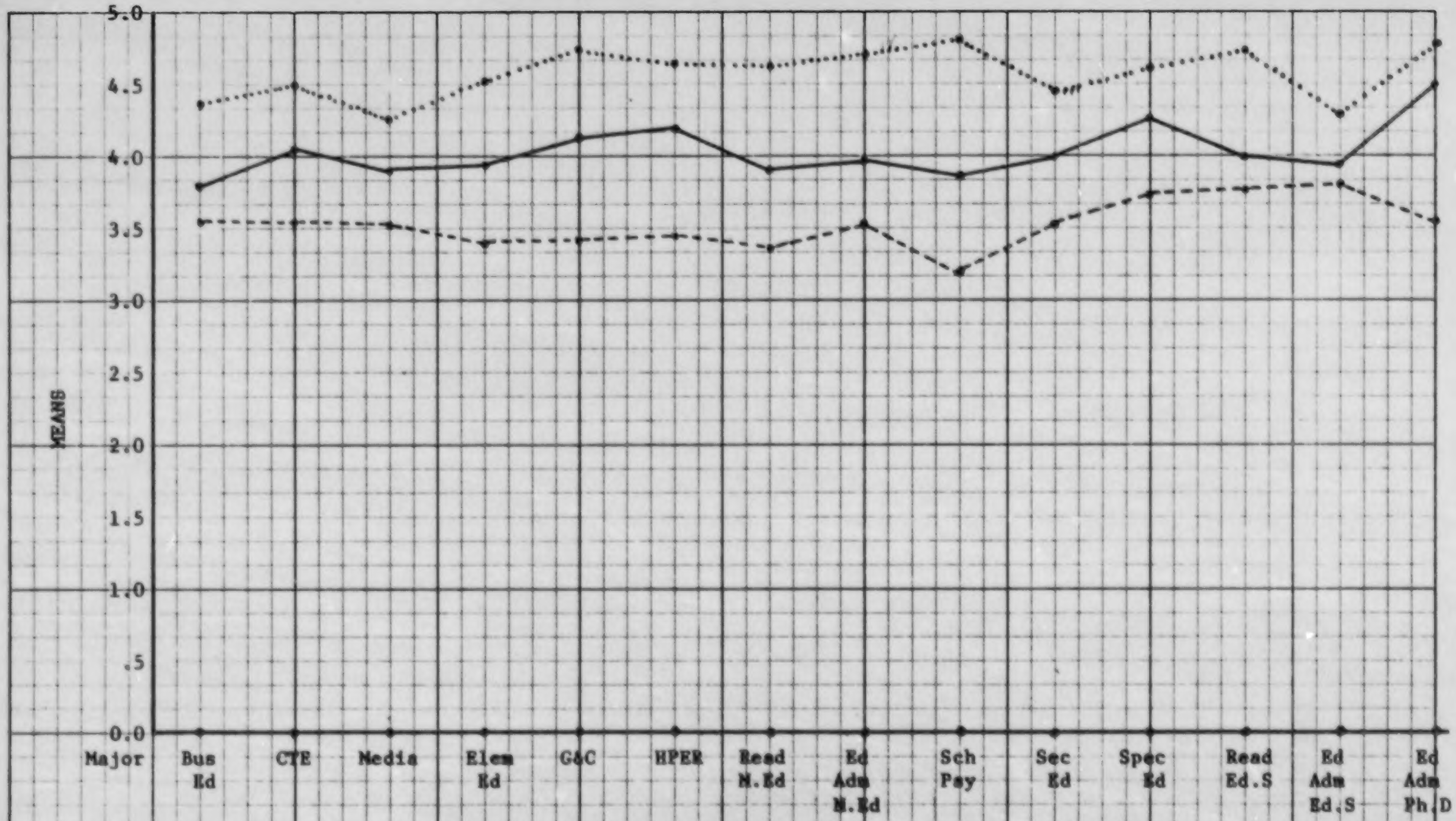
10 Squares to the Inch

9. Ability to work effectively with other teachers, specialists, administrators, students, parents and lay people, regardless of their value systems, race, age, sex, religion, socioeconomic status, etc.

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
60 . Prof. Prior	0	0	1	4	12	43	13	46	2	7	3.57
61 . Prof. End	0	0	0	0	8	29	17	61	3	11	3.82
62 . Need	0	0	0	0	1	4	15	56	11	41	4.37
Major: CTE											
Prof. Prior	0	0	3	8	16	41	15	39	5	13	3.56
Prof. End	0	0	1	3	7	18	19	49	12	31	4.08
Need	0	0	0	0	3	8	13	34	22	58	4.50
Major: Media											
Prof. Prior	0	0	2	13	5	33	6	40	2	13	3.53
Prof. End	0	0	0	0	3	20	10	67	2	13	3.93
Need	0	0	0	0	1	7	9	60	5	33	4.27
Major: Elem Ed											
Prof. Prior	1	2	4	7	25	46	19	35	5	9	3.43
Prof. End	0	0	1	2	13	24	28	52	12	22	3.94
Need	1	2	0	0	2	4	18	33	33	61	4.52
Major: G & C											
Prof. Prior	0	0	4	8	26	51	15	29	6	12	3.45
Prof. End	0	0	0	0	8	16	27	53	16	31	4.16
Need	0	0	0	0	1	2	10	20	37	77	4.75
Major: HPER											
Prof. Prior	0	0	2	6	18	56	7	22	5	16	3.47
Prof. End	0	0	2	6	4	13	12	38	14	44	4.19
Need	0	0	0	0	0	0	11	34	21	66	4.66
Major: Reading (MA)											
Prof. Prior	0	0	8	12	35	53	14	21	9	14	3.36
Prof. End	0	0	1	2	16	25	32	50	15	23	3.95
Need	0	0	0	0	5	8	19	30	40	63	4.65
Major: Ed. Adm (MA)											
Prof. Prior	1	1	6	8	30	40	30	40	9	12	3.53
Prof. End	0	0	0	0	19	25	39	51	18	24	3.99
Need	0	0	0	0	2	3	27	36	47	62	4.59
Major: School Psy											
Prof. Prior	0	0	1	9	8	73	1	9	1	9	3.18
Prof. End	0	0	1	9	2	18	5	46	3	27	3.91
Need	0	0	0	0	0	0	2	18	9	82	4.82
Major: Sec. Ed.											
Prof. Prior	0	0	0	0	10	53	8	42	1	5	3.53
Prof. End	0	0	1	6	1	6	13	72	3	17	4.00
Need	0	0	0	0	0	0	9	53	8	47	4.47
Major: Spec Ed.											
Prof. Prior	0	0	1	5	8	36	9	41	4	18	3.73
Prof. End	0	0	0	0	4	18	8	36	10	46	4.27
Need	0	0	0	0	2	9	4	18	16	73	4.64

9. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	0	0	0	0	2	50	1	25	1	25	3.75
Prof. End	0	0	0	0	1	25	2	50	1	25	4.00
Need	0	0	0	0	0	0	1	25	3	75	4.75
Major: Ed. Adm (Sp)											
Prof. Prior	0	0	1	10	2	20	5	50	2	20	3.80
Prof. End	0	0	0	0	3	30	5	50	2	20	3.90
Need	0	0	0	0	1	10	5	50	4	40	4.30
Major: Ed. Ad(Ph.D)											
Prof. Prior	0	0	3	21	2	14	7	50	2	14	3.57
Prof. End	0	0	0	0	2	14	3	21	9	64	4.50
Need	0	0	0	0	0	0	3	21	11	79	4.79
Total											
Prof. Prior	2	0	36	8	199	45	150	34	54	12	3.49
Prof. End	0	0	7	2	91	21	220	50	120	27	4.03
Need	1	0	0	0	18	4	146	34	267	62	4.57



9. Ability to work effectively with other teachers, specialists, administrators, students, parents and lay people, regardless of their value systems, race, age, sex, religion, socioeconomic status, etc.

- - - Proficiency Prior to Advanced Work
—— Proficiency at End of Degree Program
.... Need of Competency in Present Employment

6 Squares to the Inch

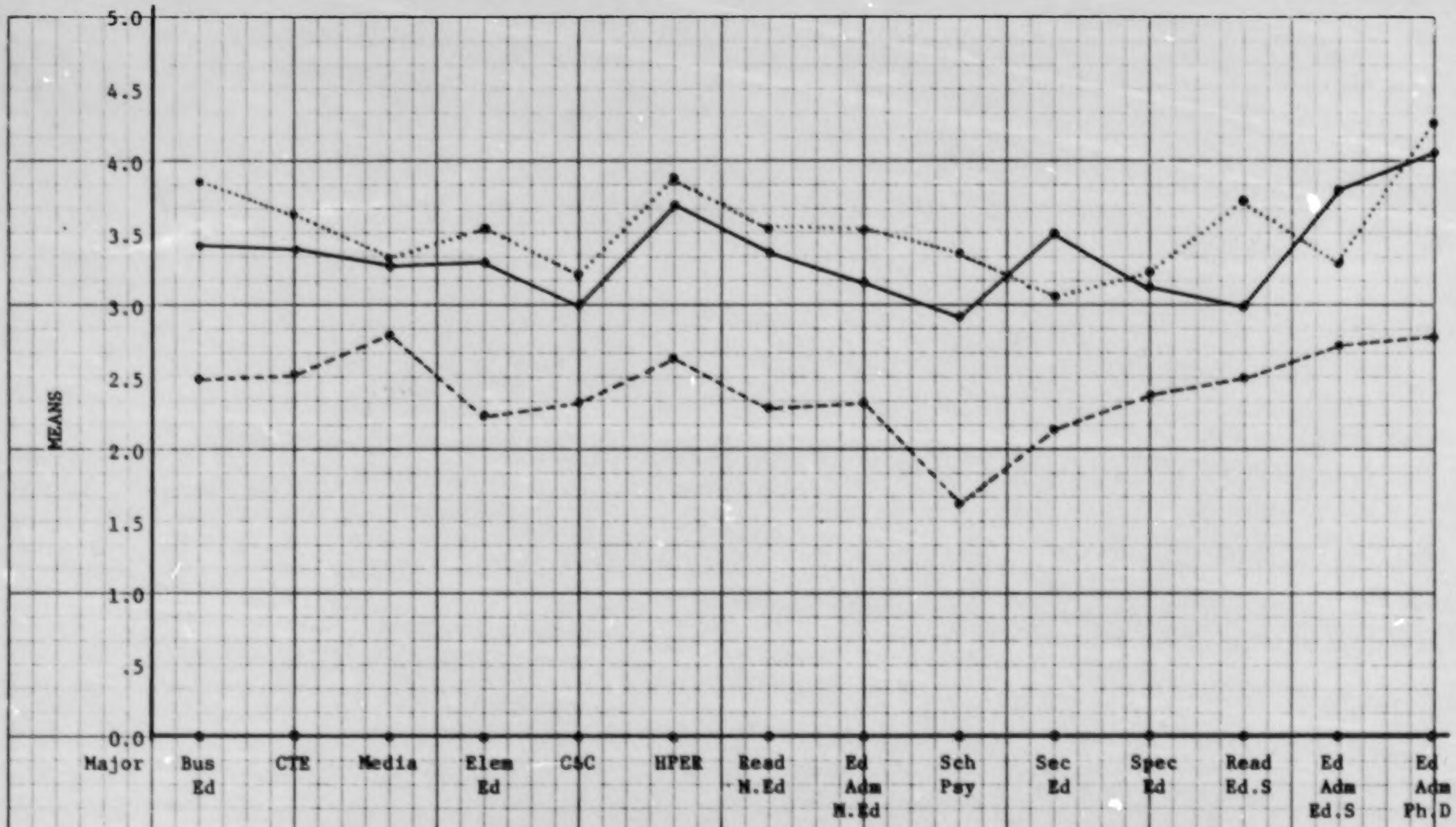
10. Ability to understand the effects that the following have had on the nature and aims of education, the curriculums, the organization and administration of a school system and the process of teaching and learning.

A. Historical development of education

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
63. **Prof. Prior**	2	7	14	50	9	32	2	7	1	4	2.50
64. **Prof. End**	0	0	2	7	14	50	11	39	1	4	3.39
65. **Need**	0	0	1	4	6	22	16	59	4	15	3.85
Major: CTE											
Prof. Prior	5	13	12	31	18	46	4	10	0	0	2.54
Prof. End	1	3	2	5	21	54	11	28	4	10	3.38
Need	1	3	2	5	12	32	17	45	6	16	3.66
Major: Media											
Prof. Prior	2	13	3	20	7	47	2	13	1	7	2.80
Prof. End	0	0	3	20	6	40	5	33	1	7	3.27
Need	0	0	1	7	8	53	6	40	0	0	3.33
Major: Elem Ed											
Prof. Prior	7	13	28	52	18	33	1	2	0	0	2.24
Prof. End	2	4	2	4	32	59	14	26	4	7	3.30
Need	0	0	9	17	10	19	30	56	5	9	3.57
Major: G & C											
Prof. Prior	8	16	23	45	15	29	5	10	0	0	2.33
Prof. End	1	2	11	22	25	50	13	26	0	0	3.00
Need	3	6	7	14	14	29	25	51	0	0	3.24
Major: HPER											
Prof. Prior	3	9	10	31	15	47	3	9	1	3	2.66
Prof. End	1	3	1	3	11	34	13	41	6	19	3.69
Need	0	0	2	6	8	25	14	44	8	25	3.88
Major: Reading (MA)											
Prof. Prior	12	18	28	42	20	30	6	9	0	0	2.30
Prof. End	2	3	7	11	29	45	19	29	8	12	3.37
Need	1	7	7	11	19	30	31	48	6	9	3.53
Major: Ed. Adm (MA)											
Prof. Prior	14	18	30	40	26	34	5	7	1	1	2.33
Prof. End	1	1	13	17	35	46	26	34	1	1	3.17
Need	3	4	5	7	22	29	40	53	5	7	3.52
Major: School Psy											
Prof. Prior	6	55	3	27	2	18	0	0	0	0	1.64
Prof. End	0	0	3	27	6	55	2	18	0	0	2.91
Need	1	9	1	9	2	18	7	64	0	0	3.36
Major: Sec. Ed.											
Prof. Prior	4	21	9	47	5	26	1	5	0	0	2.16
Prof. End	1	6	1	6	5	28	10	56	1	6	3.50
Need	2	11	5	28	2	11	7	39	2	11	3.11
Major: Spec Ed.											
Prof. Prior	4	18	10	46	5	23	2	9	1	5	2.36
Prof. End	1	5	4	18	9	41	7	32	1	5	3.14
Need	2	9	2	9	8	36	9	41	1	5	3.23

10. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	1	25	0	0	3	75	0	0	0	0	2.50
Prof. End	0	0	1	25	2	50	1	25	0	0	3.00
Need	0	0	0	0	1	25	3	75	0	0	3.75
Major: Ed. Adm (Sp)											
Prof. Prior	1	10	3	30	4	40	2	20	0	0	2.70
Prof. End	0	0	0	0	3	30	6	60	1	10	3.80
Need	1	10	0	0	5	50	3	30	1	10	3.30
Major: Ed. Ad(Ph.D)											
Prof. Prior	1	7	3	21	8	57	2	14	0	0	2.79
Prof. End	0	0	0	0	2	14	9	64	3	21	4.07
Need	0	0	0	0	2	14	6	43	6	43	4.29
Total											
Prof. Prior	70	16	176	40	155	35	35	8	5	1	2.39
Prof. End	10	2	50	11	200	46	147	34	31	7	3.32
Need	14	3	42	10	119	27	214	49	44	10	3.54



10. Ability to understand the effects that the following have had on the nature and aims of education, the curriculums, the organization and administration of a school system and the process of teaching and learning.
A. Historical development of education

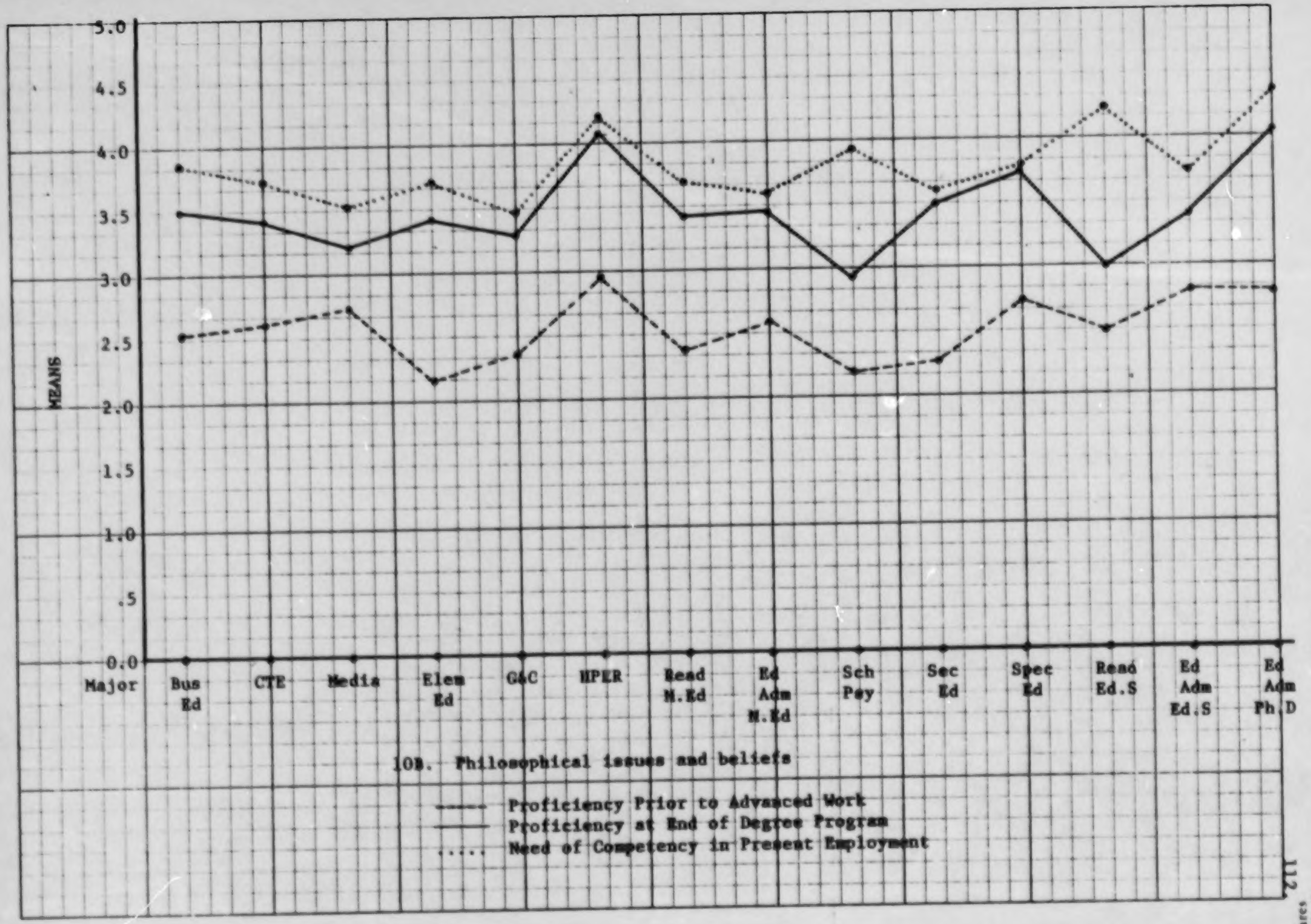
----- Proficiency Prior to Advanced Work
───── Proficiency at End of Degree Program
⋯⋯ Need of Competency in Present Employment

10B. Philosophical issues and beliefs

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
66 . Prof. Prior	3	11	13	46	7	25	4	14	1	4	2.54
67 . Prof. End	0	0	5	18	7	25	13	46	3	11	3.50
68 . Need	0	0	1	4	6	22	16	59	4	15	3.85
Major: CTE											
Prof. Prior	3	8	15	39	16	41	4	10	1	3	2.62
Prof. End	0	0	1	3	24	62	10	26	4	10	3.44
Need	0	0	4	11	11	29	15	40	8	21	3.71
Major: Media											
Prof. Prior	1	7	5	33	6	40	3	20	0	0	2.73
Prof. End	1	7	2	13	6	40	5	33	1	7	3.20
Need	0	0	0	0	7	47	8	53	0	0	3.53
Major: Elem Ed											
Prof. Prior	6	11	33	61	15	28	0	0	0	0	2.17
Prof. End	0	0	3	6	29	54	17	32	5	9	3.44
Need	0	0	4	7	14	26	29	54	7	13	3.72
Major: G & C											
Prof. Prior	7	14	22	43	18	35	4	8	0	0	2.37
Prof. End	1	2	9	18	15	29	26	51	0	0	3.29
Need	3	6	4	8	10	20	30	61	2	4	3.49
Major: HPER											
Prof. Prior	1	3	7	22	18	56	4	13	2	6	2.97
Prof. End	0	0	0	0	6	19	17	53	9	28	4.09
Need	0	0	0	0	2	6	21	66	9	28	4.22
Major: Reading (MA)											
Prof. Prior	10	15	25	38	27	41	4	6	0	0	2.38
Prof. End	1	2	6	9	30	47	21	33	6	9	3.39
Need	0	0	3	5	22	34	31	48	8	13	3.69
Major: Ed. Adm (MA)											
Prof. Prior	10	13	27	36	26	34	11	15	2	3	2.58
Prof. End	0	0	8	11	32	42	31	41	5	7	3.43
Need	2	3	8	11	18	24	36	48	11	15	3.61
Major: School Psy											
Prof. Prior	3	27	3	27	5	46	0	0	0	0	2.18
Prof. End	0	0	3	30	5	50	2	20	0	0	2.90
Need	0	0	0	0	3	30	5	50	2	20	3.90
Major: Sec. Ed.											
Prof. Prior	5	26	6	32	6	32	2	11	0	0	2.26
Prof. End	0	0	3	17	4	22	10	56	1	6	3.50
Need	1	6	1	6	3	17	12	67	1	6	3.61
Major: Spec Ed.											
Prof. Prior	1	5	11	50	5	23	3	14	2	9	2.73
Prof. End	0	0	1	5	7	32	11	50	3	14	3.73
Need	0	0	1	5	6	27	12	55	3	14	3.77

10B. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	1	25	0	0	3	75	0	0	0	0	2.50
Prof. End	0	0	1	25	2	50	1	25	0	0	3.00
Need	0	0	0	0	0	0	3	75	1	25	4.25
Major: Ed. Adm (Sp)											
Prof. Prior	1	10	1	10	7	70	1	10	0	0	2.80
Prof. End	0	0	0	0	6	60	4	40	0	0	3.40
Need	0	0	0	0	4	40	5	50	1	10	3.70
Major: Ed. Ad(Ph.D)											
Prof. Prior	0	0	5	36	7	50	2	14	0	0	2.79
Prof. End	0	0	0	0	2	14	9	64	3	21	4.07
Need	0	0	0	0	1	7	7	50	6	43	4.36
Total											
Prof. Prior	52	12	173	39	166	38	42	10	8	2	2.50
Prof. End	3	1	42	10	175	40	177	41	40	9	3.48
Need	6	1	26	6	107	25	230	53	63	15	3.74



10B. Philosophical issues and beliefs

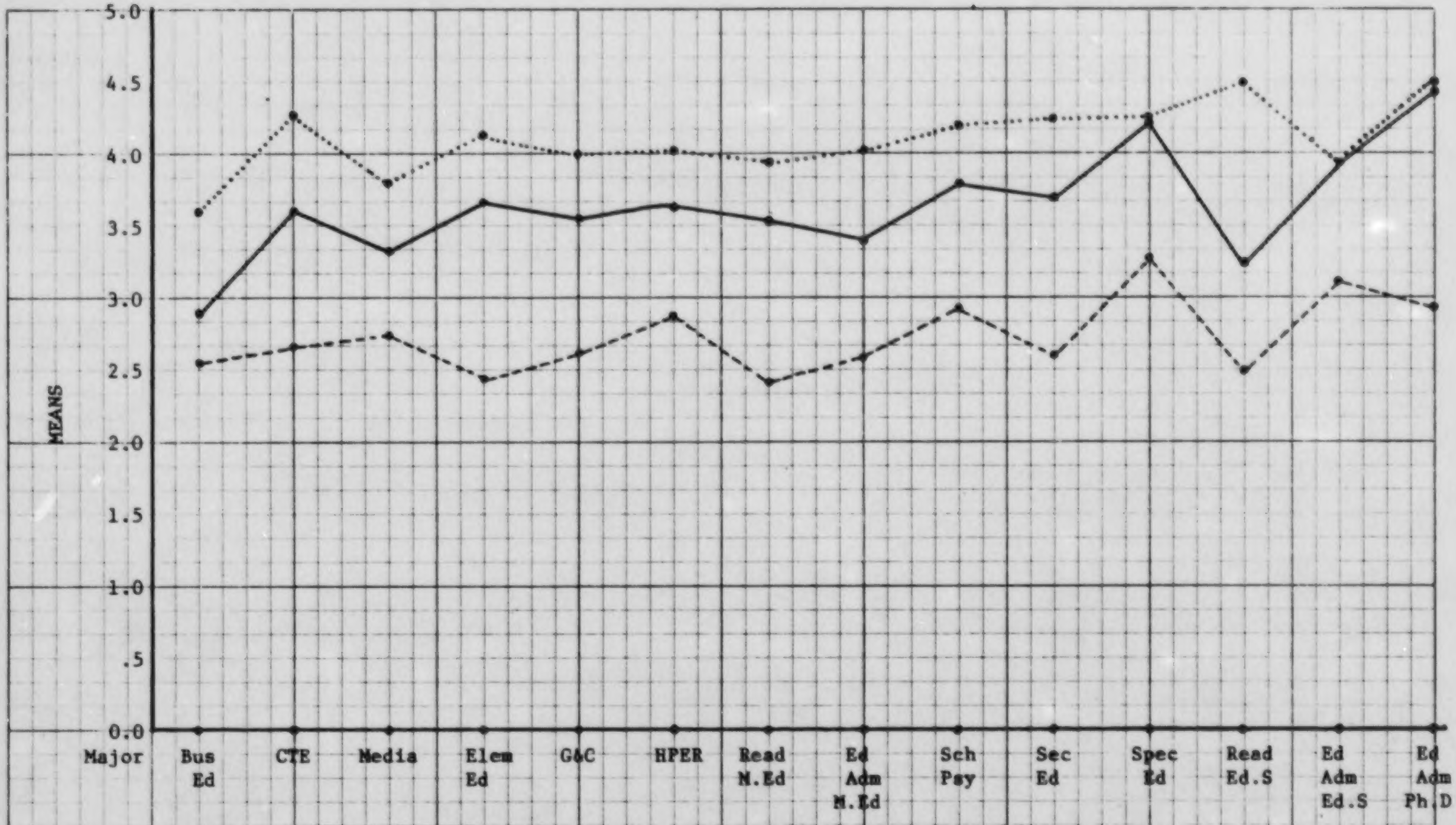
6 Squares to the Inch

10C. Findings and methods in psychology, especially educational psychology

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
69. **Prof. Prior**	3	11	11	39	11	39	2	7	1	4	2.54
70. **Prof. End**	2	7	7	25	11	39	7	25	1	4	2.93
71. **Need**	0	0	3	11	6	22	16	59	2	7	3.63
Major: CTE											
Prof. Prior	3	8	13	33	18	46	4	10	1	3	2.67
Prof. End	0	0	3	8	14	36	17	44	5	13	3.62
Need	0	0	1	3	3	8	18	47	16	42	4.29
Major: Media											
Prof. Prior	0	0	7	47	5	33	3	20	0	0	2.73
Prof. End	0	0	2	13	7	47	5	33	1	7	3.33
Need	0	0	0	0	3	20	12	80	0	0	3.80
Major: Elem Ed											
Prof. Prior	2	4	25	46	27	50	0	0	0	0	2.46
Prof. End	1	2	1	2	18	33	29	54	5	9	3.67
Need	0	0	1	2	3	6	37	69	13	24	4.15
Major: G & C											
Prof. Prior	1	2	21	41	25	49	4	8	0	0	2.63
Prof. End	0	0	5	10	14	28	28	56	3	6	3.58
Need	0	0	2	4	10	20	23	47	14	29	4.00
Major: HPER											
Prof. Prior	0	0	13	41	12	38	5	16	2	6	2.88
Prof. End	0	0	3	9	9	28	16	50	4	13	3.66
Need	0	0	1	3	5	16	18	56	8	25	4.03
Major: Reading (MA)											
Prof. Prior	9	14	31	47	18	27	6	9	2	3	2.41
Prof. End	0	0	5	8	27	42	23	36	9	14	3.56
Need	0	0	2	3	12	19	38	59	12	19	3.94
Major: Ed. Adm (MA)											
Prof. Prior	5	7	31	41	30	40	10	13	0	0	2.59
Prof. End	2	3	3	4	34	45	32	42	5	7	3.46
Need	1	1	1	1	14	19	39	52	20	27	4.01
Major: School Psy											
Prof. Prior	1	9	2	18	5	46	3	27	0	0	2.91
Prof. End	0	0	1	10	2	20	5	50	2	20	3.80
Need	0	0	0	0	1	10	6	60	3	30	4.20
Major: Sec. Ed.											
Prof. Prior	1	5	8	42	7	37	3	16	0	0	2.63
Prof. End	0	0	7	11	2	11	13	72	1	6	3.72
Need	0	0	1	6	2	11	10	56	5	28	4.06
Major: Spec Ed.											
Prof. Prior	2	9	3	14	8	36	5	23	4	18	3.27
Prof. End	0	0	1	5	1	5	12	55	8	36	4.23
Need	0	0	0	0	3	14	10	46	9	41	4.27

10C. continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	0	0	2	50	2	50	0	0	0	0	2.50
Prof. End	0	0	0	0	3	75	1	25	0	0	3.25
Need	0	0	0	0	0	0	2	50	2	50	4.50
Major: Ed. Adm (Sp)											
Prof. Prior	0	0	1	10	7	70	2	20	0	0	3.10
Prof. End	0	0	0	0	2	20	7	70	1	10	3.90
Need	0	0	0	0	2	20	7	70	1	10	3.90
Major: Ed. Ad(Ph.D)											
Prof. Prior	0	0	4	29	7	50	3	21	0	0	2.93
Prof. End	0	0	0	0	1	7	6	43	7	50	4.43
Need	0	0	0	0	0	0	7	50	7	50	4.50
Total											
Prof. Prior	27	6	172	39	182	41	50	11	10	2	2.65
Prof. End	5	1	33	8	145	33	201	46	52	12	3.60
Need	1	0	12	3	64	15	243	56	112	26	4.05



10C. Findings and methods in psychology, especially educational psychology

- - - - - Proficiency Prior to Advanced Work
——— Proficiency at End of Degree Program
. . . . . Need of Competency in Present Employment

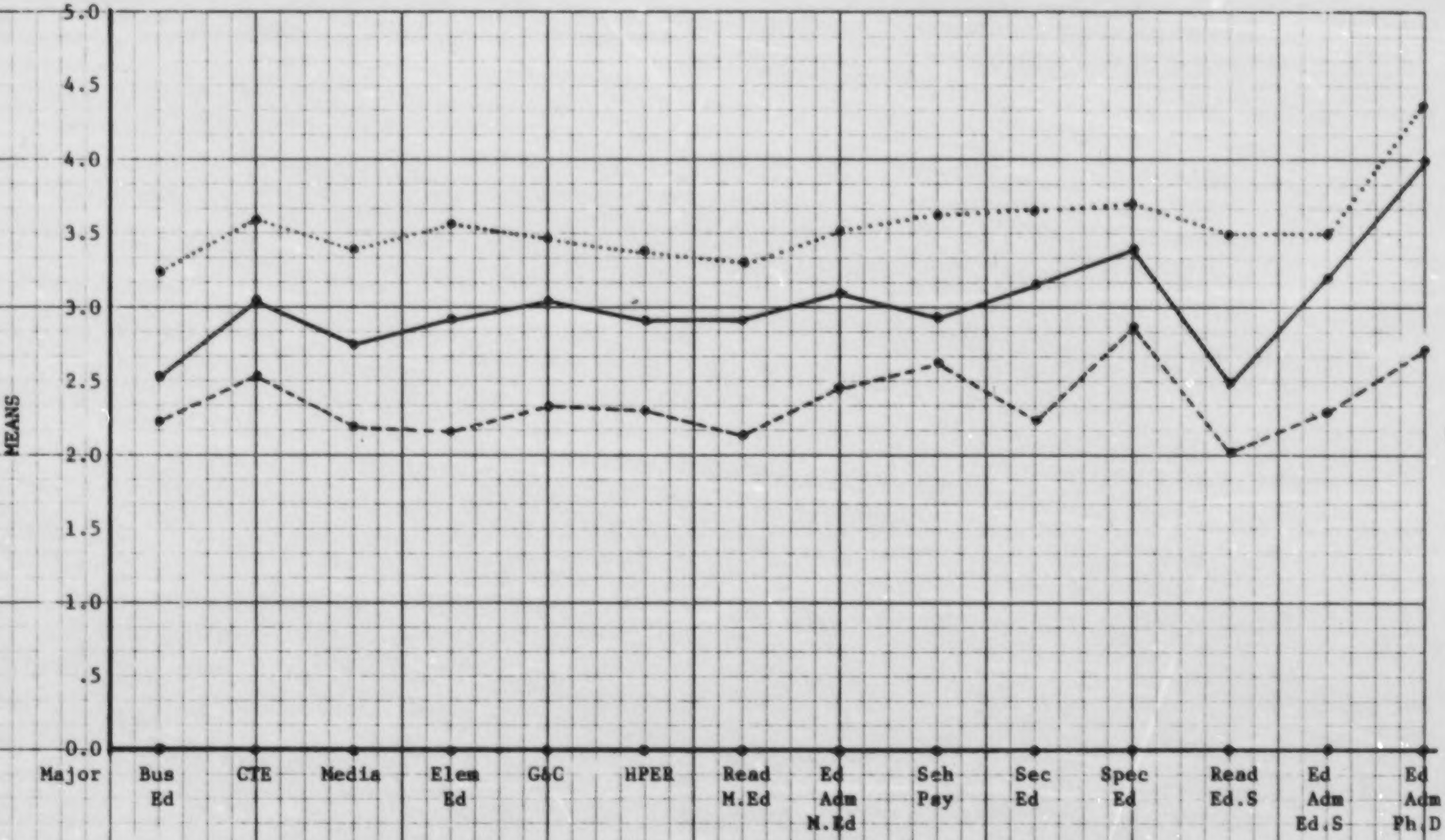
6 Squares to the Inch

10D. Findings and methods in areas such as sociology, anthropology, economics and political science

	1		2		3		4		5		
Major: Business Ed	N	%	N	%	N	%	N	%	N	%	Means
72. Prof. Prior	7	25	9	32	11	39	0	0	1	4	2.25
73. Prof. End	5	18	7	25	13	46	2	7	1	4	2.54
74. Need	2	7	2	7	10	37	13	48	0	0	3.26
Major: CTE											
Prof. Prior	4	10	14	36	17	44	4	10	0	0	2.54
Prof. End	1	3	8	21	18	46	11	28	1	3	3.08
Need	0	0	3	8	12	32	19	50	4	11	3.63
Major: Media											
Prof. Prior	4	27	6	40	3	20	2	13	0	0	2.20
Prof. End	3	20	3	20	5	33	3	20	1	7	2.73
Need	0	0	0	0	9	60	6	40	0	0	3.40
Major: Elem Ed											
Prof. Prior	8	15	29	54	17	32	0	0	0	0	2.17
Prof. End	3	6	12	22	25	46	12	22	2	4	2.96
Need	0	0	4	7	20	37	24	44	6	11	3.59
Major: G & C											
Prof. Prior	4	8	30	59	13	26	4	8	0	0	2.33
Prof. End	2	4	11	22	21	42	14	28	2	4	3.06
Need	1	2	7	14	14	29	21	43	6	12	3.49
Major: HPER											
Prof. Prior	4	13	16	50	10	31	2	6	0	0	2.31
Prof. End	1	3	9	28	15	47	5	16	2	6	2.94
Need	2	6	3	9	9	28	16	50	2	6	3.41
Major: Reading (MA)											
Prof. Prior	17	26	29	45	13	20	4	6	2	3	2.15
Prof. End	5	8	15	23	28	44	11	17	5	8	2.94
Need	2	3	10	16	28	37	18	29	8	13	3.32
Major: Ed. Adm (MA)											
Prof. Prior	13	17	28	37	23	30	11	15	1	1	2.46
Prof. End	5	7	14	19	29	39	22	29	5	7	3.11
Need	4	5	6	8	21	28	36	47	9	12	3.53
Major: School Psy											
Prof. Prior	1	9	4	36	4	36	2	18	0	0	2.64
Prof. End	0	0	4	40	3	30	3	30	0	0	2.90
Need	0	0	1	9	3	27	6	55	1	9	3.64
Major: Sec. Ed.											
Prof. Prior	4	21	8	42	5	26	2	11	0	0	2.26
Prof. End	0	0	5	28	5	28	8	44	0	0	3.17
Need	0	0	1	6	7	39	10	56	0	0	3.50
Major: Spec Ed.											
Prof. Prior	1	5	7	32	9	41	4	18	1	5	2.86
Prof. End	0	0	3	14	8	36	10	46	1	5	3.41
Need	0	0	3	14	8	36	7	32	4	18	3.55

10D. Continued

	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	Means
Major: Reading (Sp)											
Prof. Prior	0	0	4	100	0	0	0	0	0	0	2.00
Prof. End	0	0	3	75	0	0	1	25	0	0	2.50
Need	0	0	0	0	2	50	2	50	0	0	3.50
Major: Ed. Adm (Sp)											
Prof. Prior	1	10	5	50	4	40	0	0	0	0	2.30
Prof. End	0	0	2	20	4	40	4	40	0	0	3.20
Need	0	0	0	0	5	50	5	50	0	0	3.50
Major: Ed. Ad(Ph.D)											
Prof. Prior	1	7	4	29	7	50	2	14	0	0	2.71
Prof. End	0	0	0	0	1	7	12	86	1	7	4.00
Need	0	0	0	0	1	7	7	50	6	43	4.36
Total											
Prof. Prior	69	16	193	44	136	31	37	8	5	1	2.31
Prof. End	25	6	96	22	175	40	118	27	21	5	3.03
Need	11	3	40	9	145	34	190	44	46	11	3.51



10D. Findings and methods in areas such as sociology, anthropology, economics and political science

——— Proficiency Prior to Advanced Work
——— Proficiency at End of Degree Program
..... Need of Competency in Present Employment

6 Squares to the Inch

Section IIC

An Analysis of Part D of the Questionnaire

Part D attempted to gather student evaluations of:

1. Advising
2. Career and Placement Center
3. Library
4. Service Offices of the University
5. Field Experiences or internships
6. Graduate professors
7. Graduate curriculum
8. The total graduate experience, and
9. Whether they thought they were better teachers/leaders because of the completion of their graduate programs.

As with other sections of this report, responses to each item are summarized in tabular form - by program area. In addition, selected tables were transferred into graphs.

Only findings from selected items will be discussed in narrative form. The interested reader can examine other self-explanatory data of his/her choosing.

The table and graph related to Item 1 — quality of academic advising reveal that the overall mean (all majors combined) was 3.75. This rating of 3.75, on a continuum, is closer to "positive" than to "average or so-so."

Students in the following programs gave average ratings above 3.75 for advising:

162 - Business Education
380 - Guidance & Counseling
405 - HPER
705-1 - Reading, M.Ed.
810-2 - EDAS, Ed.S.
810-3 - EDAS, Ph.D.

Students in the following programs rated their advising below 3.75.

200 - CTE

268 - Media

270 - Elementary Education

705-2 - Reading, ED.S.

810-1 - EDAS, M.Ed.

855 - Special Education

Average ratings or ratings near 3.75 were given to the advising function by the School Psychology and Secondary Education graduates.

The Placement Center earned an average rating of 3.47 - somewhat closer to "average or so-so" than to "positive" (Item 2).

The Library, from the total group of respondents, earned positive ratings (4.05, 4.11, 3.98, 4.04, and 4.20--Items 3A to 3E).

Forty-four percent, overall, of the students were required to complete a field experience or internship (Item 5a). These students gave, overall, a positive (4.13) rating to the effect of these experiences on the worthwhileness of their advanced degrees (Item 5b).

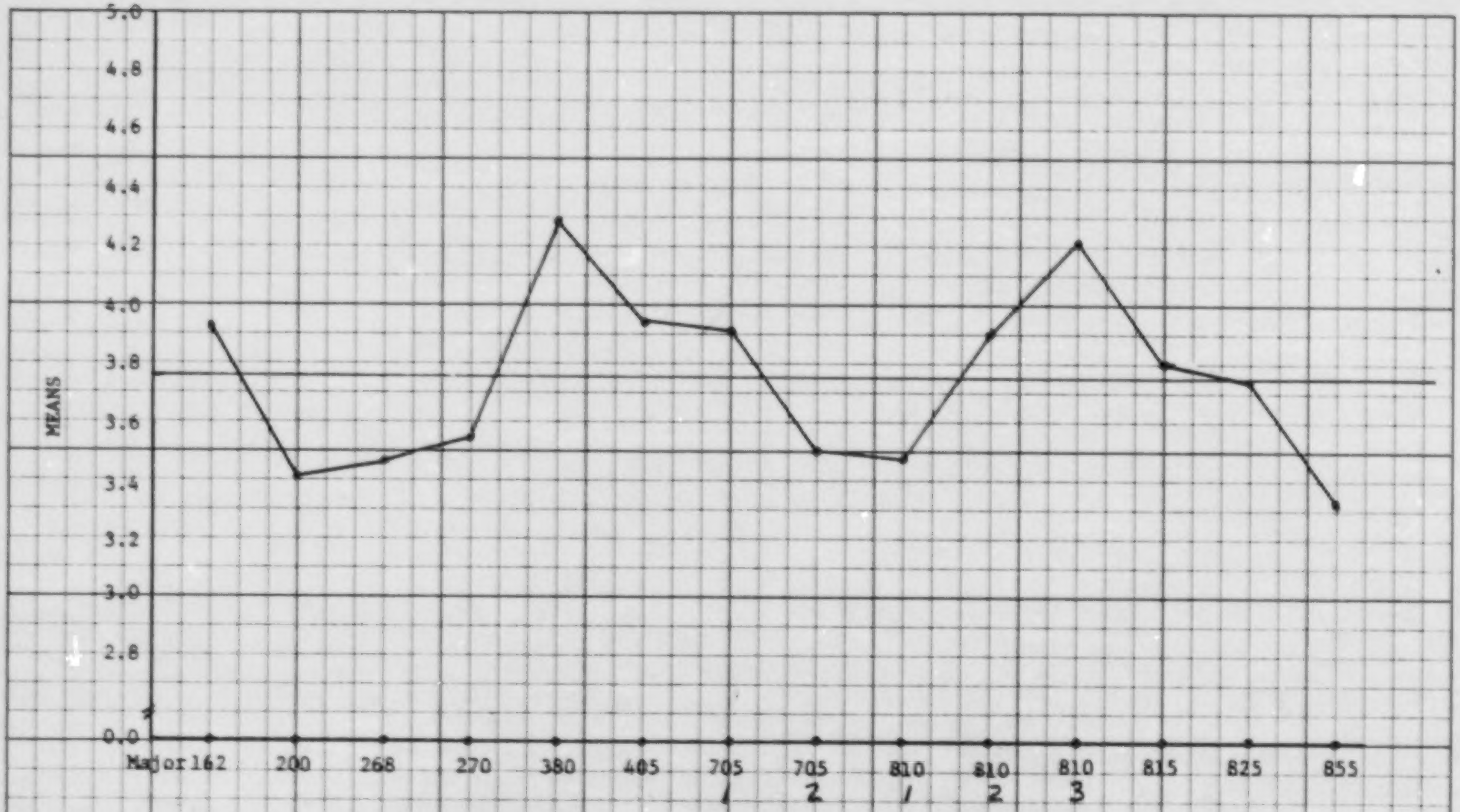
The ratings given for university supervision of these field experiences was much lower than the ratings given to supervision provided by personnel at the field sites (Items 6a and 6b).

Skipping to Item 8 it may be observed that, overall, 91% of the graduates agreed that they were better teachers/leaders because of their advanced programs.

Item 9 denotes that 16% of our advanced graduates were not able to select a few experiences or courses of their choosing.

1. How do you feel about the quality of academic advising you received while a graduate student at B.G.S.U.?

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	0	0	6	21	18	64	4	14	3.93
200	M.Ed.	C.T.E.	2	5	6	15	12	31	12	31	7	18	3.41
268	M.Ed.	Media	1	7	0	0	6	40	7	47	1	7	3.47
270	M.Ed.	Elementary Educ	1	2	8	15	17	31	18	33	11	20	3.55
380	M.Ed.	Guidance & Couns	0	0	1	2	8	15	18	35	25	48	4.29
405 410	M.Ed.	HPER	1	3	3	9	8	23	8	23	15	43	3.94
705	M.Ed.	Reading	1	2	3	5	16	24	27	41	19	29	3.91
705	Spec.	Reading	0	0	0	0	2	50	2	50	0	0	3.50
810	M.Ed.	EDAS	2	3	10	13	25	33	28	37	11	15	3.47
810	Spec.	EDAS	0	0	1	10	2	20	4	40	3	30	3.90
810	Ph.D.	EDAS	0	0	1	7	2	14	4	29	7	50	4.21
815	M.Ed.	School Psyc	0	0	0	0	4	40	4	40	2	20	3.80
825	M.Ed.	Secondary Educ	1	5	3	16	3	16	5	26	7	37	3.74
855	M.Ed.	Special Educ	4	18	2	9	4	18	7	32	5	23	3.32
Totals			13	3	38	9	115	26	162	36	117	26	3.75



Item 1. How do you feel about the quality of academic advising you received while a graduate student at BGSU?

(5=Highly Positive 1=Highly Negative)

2. Please rate the services of the Career Planning Center in helping you find a job.

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	3	33	1	11	3	33	2	22	3.44
200	M.Ed.	C.T.E.	1	7	1	7	7	47	5	33	1	7	3.27
268	M.Ed.	Media	0	0	0	0	2	67	1	33	0	0	3.33
270	M.Ed.	Elementary Educ	0	0	0	0	1	100	0	0	0	0	3.00
380	M.Ed.	Guidance & Couns	1	6	2	12	7	41	4	24	3	18	3.35
405 410	M.Ed.	HPER	1	5	1	5	5	26	5	26	7	37	3.84
705	M.Ed.	Reading	1	4	3	13	6	25	6	25	8	33	3.71
705	Spec.	Reading	1	100	0	0	0	0	0	0	0	0	1.00
810	M.Ed.	EDAS	0	0	5	22	7	30	8	35	3	13	3.39
810	Spec.	EDAS	1	14	1	14	2	29	1	14	2	29	3.29
810	Ph.D.	EDAS	0	0	0	0	1	25	1	25	2	50	4.25
815	M.Ed.	School Psyc	0	0	0	0	2	50	2	50	0	0	3.50
825	M.Ed.	Secondary Educ	0	0	0	0	1	33	1	33	1	33	4.00
855	M.Ed.	Special Educ	0	0	3	43	4	57	0	0	0	0	2.57
Totals			6	4	19	14	46	34	37	27	29	21	3.47

3. Please rate the materials and services of the library: 3a. Hours of accessibility

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	1	4	2	7	16	59	8	30	4.15
200	M.Ed.	C.T.E.	0	0	0	0	4	11	19	50	15	40	4.29
268	M.Ed.	Media	0	0	0	0	3	20	8	53	4	27	4.07
270	M.Ed.	Elementary Educ	1	2	2	4	8	15	30	57	12	23	3.94
380	M.Ed.	Guidance & Couns	0	0	3	6	4	8	29	56	16	31	4.12
405 410	M.Ed.	HPER	0	0	0	0	2	6	19	54	14	40	4.34
705	M.Ed.	Reading	1	2	0	0	11	17	35	54	18	28	4.06
705	Spec.	Reading	1	25	0	0	1	25	2	50	0	0	3.00
810	M.Ed.	EDAS	1	1	4	5	12	16	44	60	13	18	3.86
810	Spec.	EDAS	0	0	0	0	1	10	8	80	1	10	4.00
810	Ph.D.	EDAS	0	0	1	7	1	7	5	36	7	50	4.29
815	M.Ed.	School Psyc	0	0	1	10	4	40	2	20	3	30	3.70
825	M.Ed.	Secondary Educ	0	0	0	0	3	18	10	59	4	24	4.06
855	M.Ed.	Special Educ	0	0	4	18	0	0	12	55	6	27	3.91
Totals			4	1	16	4	56	13	239	55	121	28	4.05

3. Please rate the materials and services of the library: 3b. Holdings of the library for your area

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	0	0	4	15	18	67	5	19	4.04
200	M.Ed.	C.T.E.	0	0	4	11	7	18	13	34	14	37	3.97
268	M.Ed.	Media	0	0	0	0	2	13	6	40	7	47	4.33
270	M.Ed.	Elementary Educ	0	0	0	0	11	21	27	52	14	27	4.06
380	M.Ed.	Guidance & Couns	0	0	2	4	8	15	26	50	16	31	4.08
405 410	M.Ed.	HPER	0	0	2	6	6	18	15	44	11	32	4.03
705	M.Ed.	Reading	0	0	1	2	5	8	30	46	29	45	4.34
705	Spec.	Reading	1	25	0	0	0	0	3	75	0	0	3.25
810	M.Ed.	EDAS	0	0	3	4	6	8	44	60	21	28	4.12
810	Spec.	EDAS	0	0	0	0	0	0	9	90	1	10	4.10
810	Ph.D.	EDAS	0	0	1	7	4	29	2	14	7	50	4.07
815	M.Ed.	School Psyc	0	0	1	10	3	30	1	10	5	50	4.00
825	M.Ed.	Secondary Educ	0	0	0	0	1	5	11	65	5	29	4.24
855	M.Ed.	Special Educ	0	0	1	5	4	18	11	50	6	27	4.00
Totals			1	0	15	3	61	14	216	50	141	32	4.11

3. Please rate the materials and services of the library: 3c. Availability of materials

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	3	11	7	26	13	48	4	15	3.67
200	M.Ed.	C.T.E.	1	3	1	3	10	26	16	42	10	26	3.87
268	M.Ed.	Media	0	0	0	0	3	20	7	47	5	33	4.13
270	M.Ed.	Elementary Educ	0	0	0	0	10	19	29	56	13	25	4.06
380	M.Ed.	Guidance & Couns	0	0	4	8	7	14	28	54	13	25	3.96
405 410	M.Ed.	HPER	1	3	1	3	2	6	22	65	8	24	4.03
705	M.Ed.	Reading	0	0	2	3	9	14	31	48	23	35	4.15
705	Spec.	Reading	1	25	0	0	1	25	2	50	0	0	3.00
810	M.Ed.	EDAS	1	1	4	5	6	8	50	68	13	18	3.95
810	Spec.	EDAS	0	0	0	0	1	10	6	60	3	30	4.20
810	Ph.D.	EDAS	0	0	0	0	5	36	4	29	5	36	4.00
815	M.Ed.	School Psyc	1	10	0	0	3	30	2	20	4	40	3.80
825	M.Ed.	Secondary Educ	0	0	0	0	1	6	13	77	3	18	4.12
855	M.Ed.	Special Educ	0	0	0	0	6	27	11	50	5	23	3.95
Totals			5	1	15	3	71	16	234	54	109	25	3.98

3. Please rate the materials and services of the library: 3d. Usage regulations

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	1	4	3	11	17	63	6	22	4.04
200	M.Ed.	C.T.E.	0	0	1	3	3	8	21	55	13	34	4.21
268	M.Ed.	Media	0	0	0	0	2	13	9	60	4	27	4.13
270	M.Ed.	Elementary Educ	0	0	1	2	8	15	34	65	9	17	3.98
380	M.Ed.	Guidance & Couns	1	2	1	2	9	17	30	58	11	21	3.94
405 410	M.Ed.	HPER	1	3	0	0	3	9	14	41	16	47	4.29
705	M.Ed.	Reading	0	0	1	2	11	17	35	54	18	28	4.08
705	Spec.	Reading	1	25	0	0	0	0	2	50	1	25	3.50
810	M.Ed.	EDAS	0	0	3	4	9	12	49	66	13	18	3.97
810	Spec.	EDAS	0	0	0	0	0	0	8	80	2	20	4.20
810	Ph.D.	EDAS	0	0	0	0	4	29	4	29	6	43	4.14
815	M.Ed.	School Psyc	0	0	1	10	3	30	2	20	4	40	3.90
825	M.Ed.	Secondary Educ	0	0	0	0	3	18	11	65	3	18	4.00
855	M.Ed.	Special Educ	1	5	1	5	4	18	12	55	4	18	3.77
Totals			4	1	10	2	62	14	248	57	110	25	4.04

3. Please rate the materials and services of the library: 3e. Helpfulness of staff

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	1	4	1	4	2	7	14	52	9	33	4.07
200	M.Ed.	C.T.E.	0	0	1	3	2	5	17	45	18	47	4.37
268	M.Ed.	Media	0	0	0	0	1	7	9	60	5	33	4.27
270	M.Ed.	Elementary Educ	1	2	0	0	4	8	31	60	16	31	4.17
380	M.Ed.	Guidance & Couns	0	0	2	4	13	25	25	48	12	23	3.90
405 410	M.Ed.	HPER	1	3	1	3	3	9	8	24	21	62	4.38
705	M.Ed.	Reading	0	0	1	2	14	22	31	48	19	29	4.05
705	Spec.	Reading	0	0	0	0	0	0	3	75	1	25	4.25
810	M.Ed.	EDAS	0	0	2	3	7	10	36	49	29	39	4.24
810	Spec.	EDAS	0	0	0	0	0	0	3	30	7	70	4.70
810	Ph.D.	EDAS	0	0	0	0	1	7	3	21	10	71	4.64
815	M.Ed.	School Psyc	0	0	1	10	3	30	1	10	5	50	4.00
825	M.Ed.	Secondary Educ	0	0	0	0	1	6	11	65	5	29	4.24
855	M.Ed.	Special Educ	0	0	0	0	1	5	14	64	7	32	4.27
Totals			3	1	9	2	52	12	206	47	164	38	4.20

4. Please rate the service offices of the University: a. Registrar (getting enrolled in courses, receiving grades, etc.)

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	1	4	3	11	17	61	7	25	4.07
200	M.Ed.	C.T.E.	0	0	4	10	6	15	20	51	9	23	3.87
268	M.Ed.	Media	0	0	1	7	6	40	5	33	3	20	3.67
270	M.Ed.	Elementary Educ	1	2	5	9	12	22	29	53	8	15	3.69
380	M.Ed.	Guidance & Couns	2	4	4	8	14	29	20	39	11	22	3.67
405 410	M.Ed.	HPER	0	0	4	11	8	23	14	40	9	26	3.80
705	M.Ed.	Reading	1	2	4	6	21	32	30	46	10	15	3.67
705	Spec.	Reading	0	0	0	0	1	25	2	50	1	25	4.00
810	M.Ed.	EDAS	7	10	6	8	11	15	42	57	8	11	3.51
810	Spec.	EDAS	0	0	1	10	1	10	6	60	2	20	3.90
810	Ph.D.	EDAS	0	0	0	0	4	29	6	43	4	29	4.00
815	M.Ed.	School Psyc	1	9	2	19	4	36	3	27	1	9	3.09
825	M.Ed.	Secondary Educ	2	11	2	11	4	31	8	42	3	16	3.42
855	M.Ed.	Special Educ	1	5	4	18	5	23	9	41	3	14	3.41
Totals			15	3	38	9	100	23	211	48	79	18	3.68

4. Please rate the service offices of the University: 4b. Bursar (fee payments, etc.)

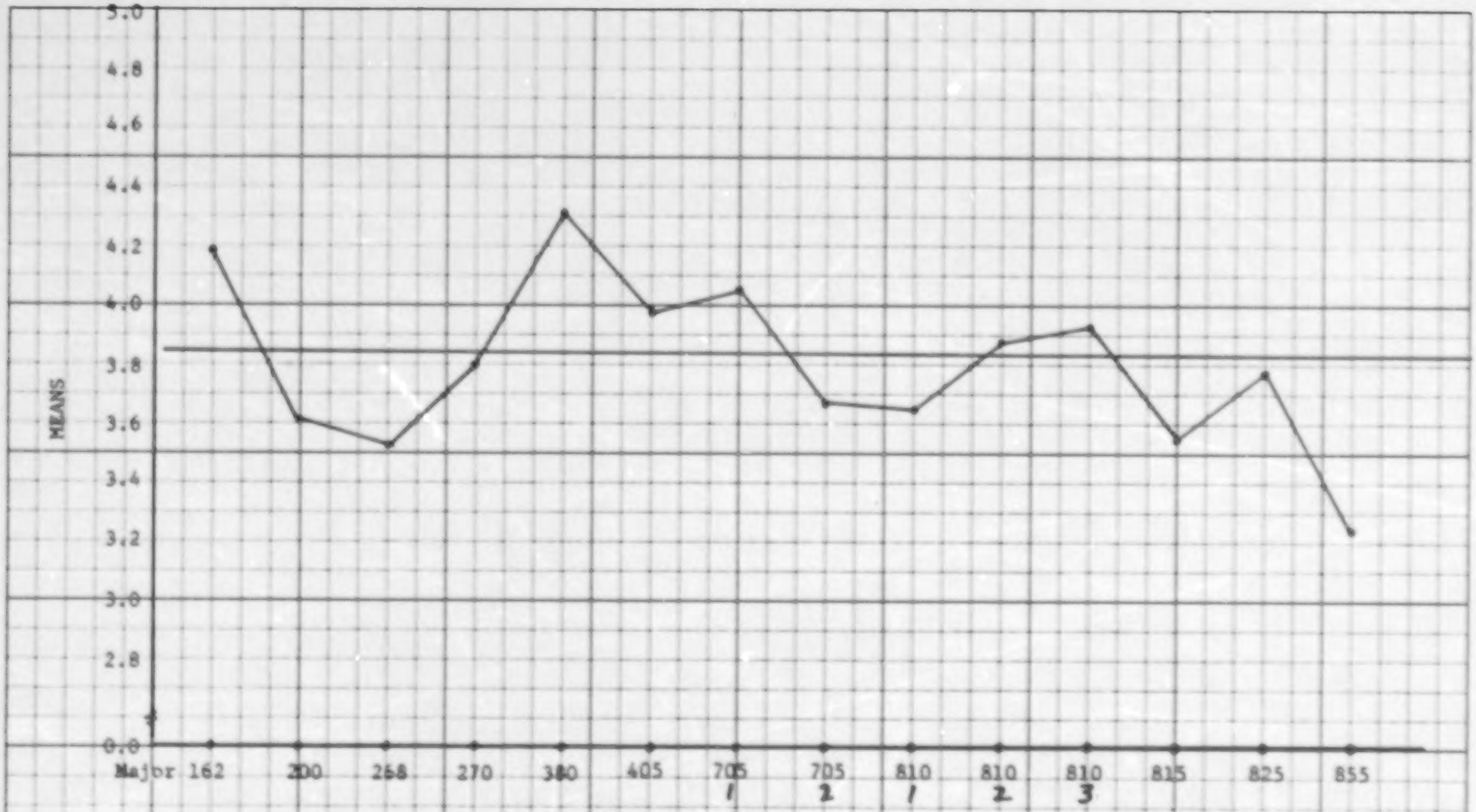
Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	1	4	4	14	16	57	7	25	4.04
200	M.Ed.	C.T.E.	1	3	4	10	13	33	12	31	9	23	3.62
268	M.Ed.	Media	0	0	0	0	6	40	6	40	3	20	3.80
270	M.Ed.	Elementary Educ	2	4	5	9	14	26	26	47	8	15	3.60
380	M.Ed.	Guidance & Couns	1	2	5	10	19	37	17	33	9	18	3.55
405 410	M.Ed.	HPER	2	6	1	3	7	21	17	50	7	21	3.76
705	M.Ed.	Reading	3	5	4	6	22	33	32	49	5	8	3.48
705	Spec.	Reading	1	25	0	0	0	0	3	75	0	0	3.25
810	M.Ed.	EDAS	3	4	10	13	17	21	39	52	6	8	3.47
810	Spec.	EDAS	0	0	0	0	2	20	7	70	1	10	3.90
810	Ph.D.	EDAS	0	0	0	0	6	43	5	36	3	21	3.79
815	M.Ed.	School Psyc	1	9	3	27	4	36	2	18	1	9	2.91
825	M.Ed.	Secondary Educ	3	16	1	5	3	16	8	42	4	21	3.47
855	M.Ed.	Special Educ	1	5	5	23	7	32	7	32	2	9	3.18
Totals			18	4	39	9	124	28	197	44	65	15	3.57

4. Please rate the service offices of the University: 4c. Graduate College (McFall Center)

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	0	0	2	8	17	65	7	27	4.19
200	M.Ed.	C.T.E.	0	0	3	8	9	24	14	38	11	30	3.89
268	M.Ed.	Media	0	0	1	7	3	20	6	40	5	33	4.00
270	M.Ed.	Elementary Educ	0	0	1	2	14	26	26	49	12	23	3.92
380	M.Ed.	Guidance & Couns	0	0	2	4	9	18	24	49	14	29	4.02
405 410	M.Ed.	HPER	0	0	1	3	3	9	20	61	9	27	4.12
705	M.Ed.	Reading	0	0	1	2	17	26	33	51	14	22	3.92
705	Spec.	Reading	0	0	0	0	1	25	3	75	0	0	3.75
810	M.Ed.	EDAS	1	1	2	3	18	24	37	50	16	22	3.88
810	Spec.	EDAS	0	0	0	0	3	33	4	44	2	22	3.89
810	Ph.D.	EDAS	0	0	0	0	4	29	4	29	6	43	4.14
815	M.Ed.	School Psyc	0	0	1	10	2	20	5	50	2	20	3.80
825	M.Ed.	Secondary Educ	1	6	2	11	0	0	10	56	5	28	3.89
855	M.Ed.	Special Educ	0	0	0	0	5	24	13	62	3	14	3.90
Totals			2	0	14	3	90	21	216	50	106	25	3.96

4. Please rate the service offices of the University: 4d. Departmental Graduate Advisor or Office

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	1	4	2	7	15	56	9	33	4.19
200	M.Ed.	C.T.E.	1	3	6	16	9	24	13	34	9	24	3.61
268	M.Ed.	Media	1	7	1	7	4	27	7	47	2	13	3.53
270	M.Ed.	Elementary Educ	0	0	4	7	15	28	23	43	12	22	3.80
380	M.Ed.	Guidance & Couns	0	0	2	4	6	12	17	33	26	51	4.31
405 410	M.Ed.	HPER	1	3	4	12	3	9	13	38	13	38	3.97
705	M.Ed.	Reading	1	2	2	3	10	16	31	48	20	31	4.05
705	Spec.	Reading	0	0	0	0	1	33	2	67	0	0	3.67
810	M.Ed.	EDAS	2	3	7	10	22	30	27	37	16	22	3.65
810	Spec.	EDAS	0	0	0	0	4	44	2	22	3	33	3.89
810	Ph.D.	EDAS	1	7	0	0	4	29	3	21	6	43	3.93
815	M.Ed.	School Psyc	0	0	0	0	7	64	2	18	2	18	3.55
825	M.Ed.	Secondary Educ	1	6	1	6	6	33	3	17	7	39	3.78
855	M.Ed.	Special Educ	2	10	3	14	6	29	8	38	2	10	3.24
Totals			10	2	31	7	99	23	166	38	127	29	3.85



Item 4. Please rate the service offices of the University:
Departmental Graduate Advisor or Office

(5=Highly Positive . . 1=Highly Negative)

5a. Were you required to complete a field experience or internship while a graduate student?

____1. Yes ____2. No

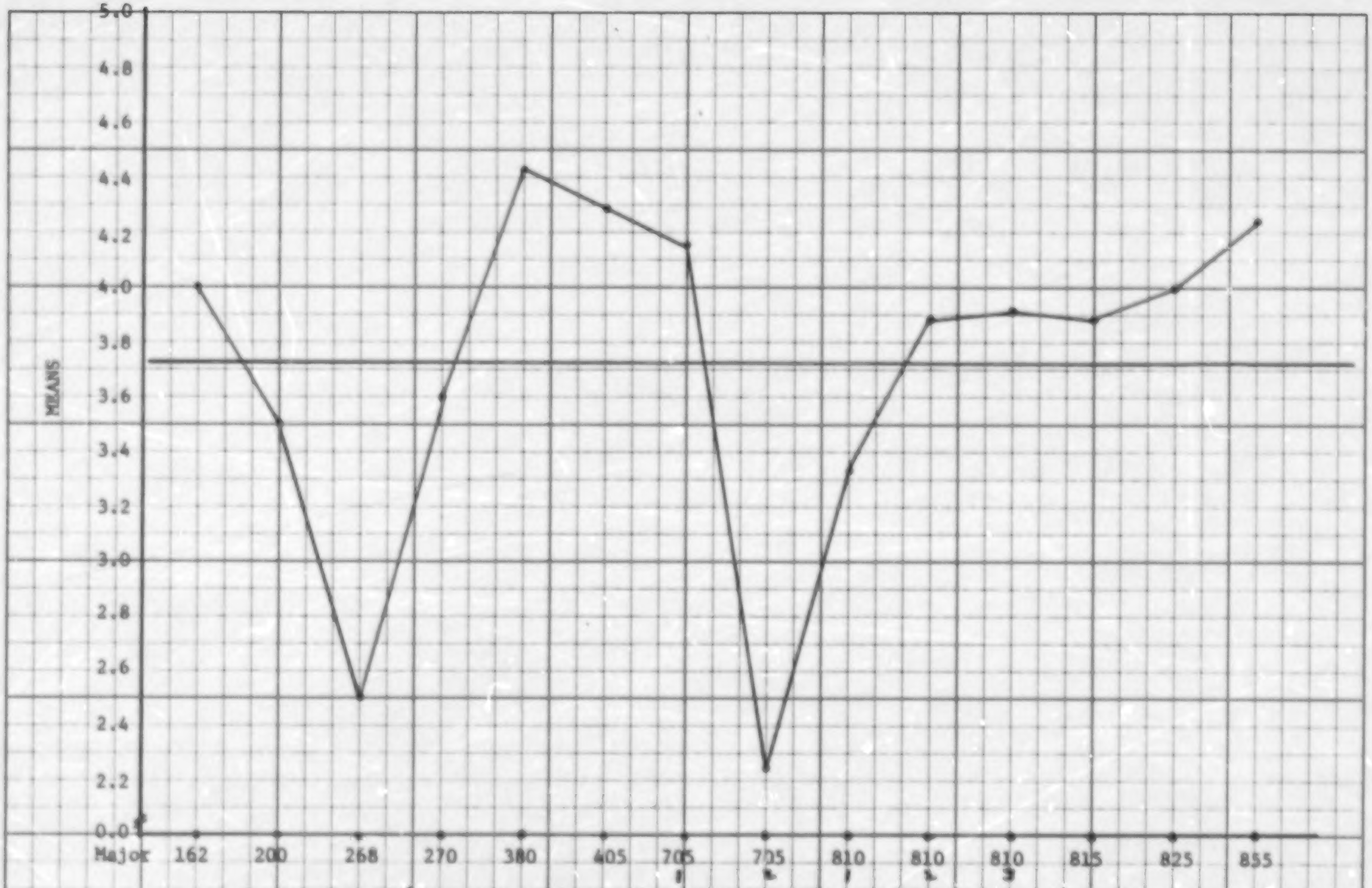
Major			Yes			No	
Code	Degree	Name	f	%		f	%
162	M.Ed.	Business Education	3	11		25	89
200	M.Ed.	C.T.E.	8	21		31	80
268	M.Ed.	Media	3	20		12	80
270	M.Ed.	Elementary Educ	4	7		51	93
380	M.Ed.	Guidance & Couns	15	29		36	71
405 410	M.Ed.	HPER	8	23		27	77
705	M.Ed.	Reading	26	39		40	61
705	Spec.	Reading	4	100		0	0
810	M.Ed.	EDAS	76	100		0	0
810	Spec.	EDAS	10	100		0	0
810	Ph.D.	EDAS	13	93		1	7
815	M.Ed.	School Psyc	10	91		1	9
825	M.Ed.	Secondary Educ	2	11		17	90
855	M.Ed.	Special Educ	13	59		9	41
Totals			195	44		250	56

5b. If yes, please rate the overall effect that this experience had on the breadth, depth and general worthwhileness of your advanced degree.

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	0	0	0	0	2	100	0	0	4.00
200	M.Ed.	C.T.E.	0	0	0	0	1	13	2	25	5	63	4.50
268	M.Ed.	Media	0	0	0	0	0	0	1	33	2	67	4.67
270	M.Ed.	Elementary Educ	0	0	0	0	2	50	1	25	1	25	3.75
380	M.Ed.	Guidance & Couns	0	0	0	0	1	6	6	38	9	56	4.50
405 410	M.Ed.	HPER	0	0	0	0	0	0	3	38	5	63	4.63
705	M.Ed.	Reading	0	0	1	4	0	0	11	41	15	56	4.48
705	Spec.	Reading	0	0	1	25	0	0	2	50	1	25	3.75
810	M.Ed.	EDAS	2	3	7	9	18	24	31	41	18	24	3.74
810	Spec.	EDAS	0	0	0	0	2	20	5	50	3	30	4.10
810	Ph.D.	EDAS	0	0	0	0	3	23	6	46	4	31	4.08
815	M.Ed.	School Psyc	0	0	0	0	0	0	1	10	9	90	4.90
825	M.Ed.	Secondary Educ	0	0	0	0	1	50	0	0	1	50	4.00
855	M.Ed.	Special Educ	0	0	0	0	3	25	2	17	7	58	4.33
Totals			2	1	9	5	31	16	73	37	80	41	4.13

6. If "yes" to 5, please rate the quality of advising and/or tutelage you received from:
6a. The University

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	0	0	0	0	3	100	0	0	4.00
200	M.Ed.	C.T.E.	0	0	1	13	4	50	1	13	2	25	3.50
268	M.Ed.	Media	0	0	1	50	1	50	0	0	0	0	2.50
270	M.Ed.	Elementary Educ	0	0	0	0	3	60	1	20	1	20	3.60
380	M.Ed.	Guidance & Couns	0	0	0	0	1	6	7	44	8	50	4.44
405 410	M.Ed.	HPER	0	0	0	0	0	0	5	71	2	29	4.29
705	M.Ed.	Reading	0	0	0	0	5	20	11	44	9	36	4.16
705	Spec.	Reading	1	25	1	25	2	50	0	0	0	0	2.25
810	M.Ed.	EDAS	4	5	13	18	24	32	20	27	13	18	3.34
810	Spec.	EDAS	0	0	0	0	3	33	4	44	2	22	3.89
810	Ph.D.	EDAS	0	0	0	0	5	39	4	31	4	31	3.92
815	M.Ed.	School Psyc	0	0	0	0	3	33	4	44	2	22	3.89
825	M.Ed.	Secondary Educ	0	0	0	0	1	50	0	0	1	50	4.00
855	M.Ed.	Special Educ	0	0	1	8	2	17	2	17	7	58	4.25
Totals			5	3	17	9	54	29	62	33	51	27	3.72



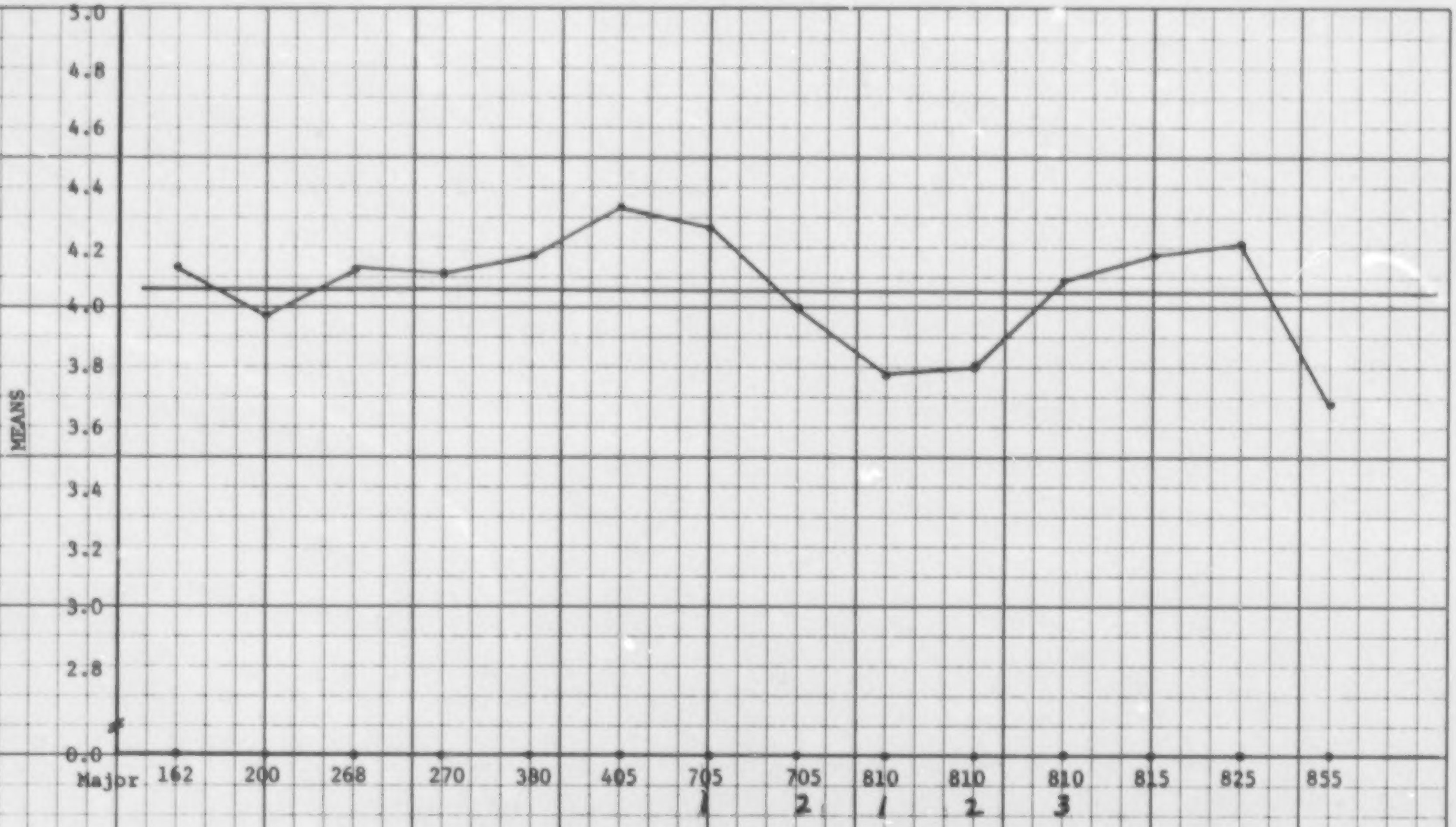
Item 6a. If "yes" to 5, please rate the quality of advising and/or tutelage you received from: a. The University
(5=Highly Positive 1=Highly Negative)

6. If "yes" to 5, please rate the quality of advising and/or tutelage you received from:
6b. The people at the field site

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	0	0	1	33	2	67	0	0	3.67
200	M.Ed.	C.T.E.	0	0	0	0	1	13	2	25	5	63	4.50
268	M.Ed.	Media	0	0	0	0	0	0	1	33	2	67	4.67
270	M.Ed.	Elementary Educ	0	0	0	0	1	25	2	50	1	25	4.00
380	M.Ed.	Guidance & Couns	0	0	1	7	1	7	4	29	8	57	4.36
405 410	M.Ed.	HPER	0	0	0	0	0	0	5	63	3	38	4.38
705	M.Ed.	Reading	0	0	0	0	3	13	10	44	10	44	4.30
705	Spec.	Reading	0	0	1	25	2	50	1	25	0	0	3.00
810	M.Ed.	EDAS	0	0	6	8	14	19	22	30	31	43	4.07
810	Spec.	EDAS	0	0	0	0	0	0	6	67	3	33	4.33
810	Ph.D.	EDAS	0	0	1	8	1	8	5	39	6	46	4.23
815	M.Ed.	School Psyc	0	0	0	0	1	10	1	10	8	80	4.70
825	M.Ed.	Secondary Educ	0	0	0	0	1	50	1	50	0	0	3.50
835	M.Ed.	Special Educ	0	0	0	0	2	18	6	50	4	33	4.17
Totals			0	0	9	5	28	15	68	37	81	44	4.19

7. In summary, please indicate your general evaluative reactions to:
7a. the graduate professors at BGSU

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	1	4	1	4	9	68	7	25	4.14
200	M.Ed.	C.T.E.	0	0	1	3	9	23	19	49	10	26	3.97
268	M.Ed.	Media	0	0	0	0	1	7	11	73	3	20	4.13
270	M.Ed.	Elementary Educ	0	0	0	0	5	9	39	71	11	20	4.11
380	M.Ed.	Guidance & Couns	1	2	0	0	7	14	25	49	18	35	4.16
405 410	M.Ed.	HPER	0	0	1	3	0	0	20	57	14	40	4.34
705	M.Ed.	Reading	0	0	2	3	1	2	40	71	23	35	4.27
705	Spec.	Reading	0	0	0	0	1	25	2	50	1	25	4.00
810	M.Ed.	EDAS	0	0	6	8	14	18	47	62	9	12	3.78
810	Spec.	EDAS	0	0	0	0	3	30	6	60	1	10	3.80
810	Ph.D.	EDAS	0	0	0	0	2	14	6	43	6	43	4.09
815	M.Ed.	School Psyc	0	0	0	0	1	9	7	64	3	29	4.18
825	M.Ed.	Secondary Educ	0	0	0	0	2	11	11	58	6	32	4.21
855	M.Ed.	Special Educ	0	0	2	9	6	27	11	50	3	14	3.68
Totals			1	0	13	3	53	12	263	59	115	26	4.07



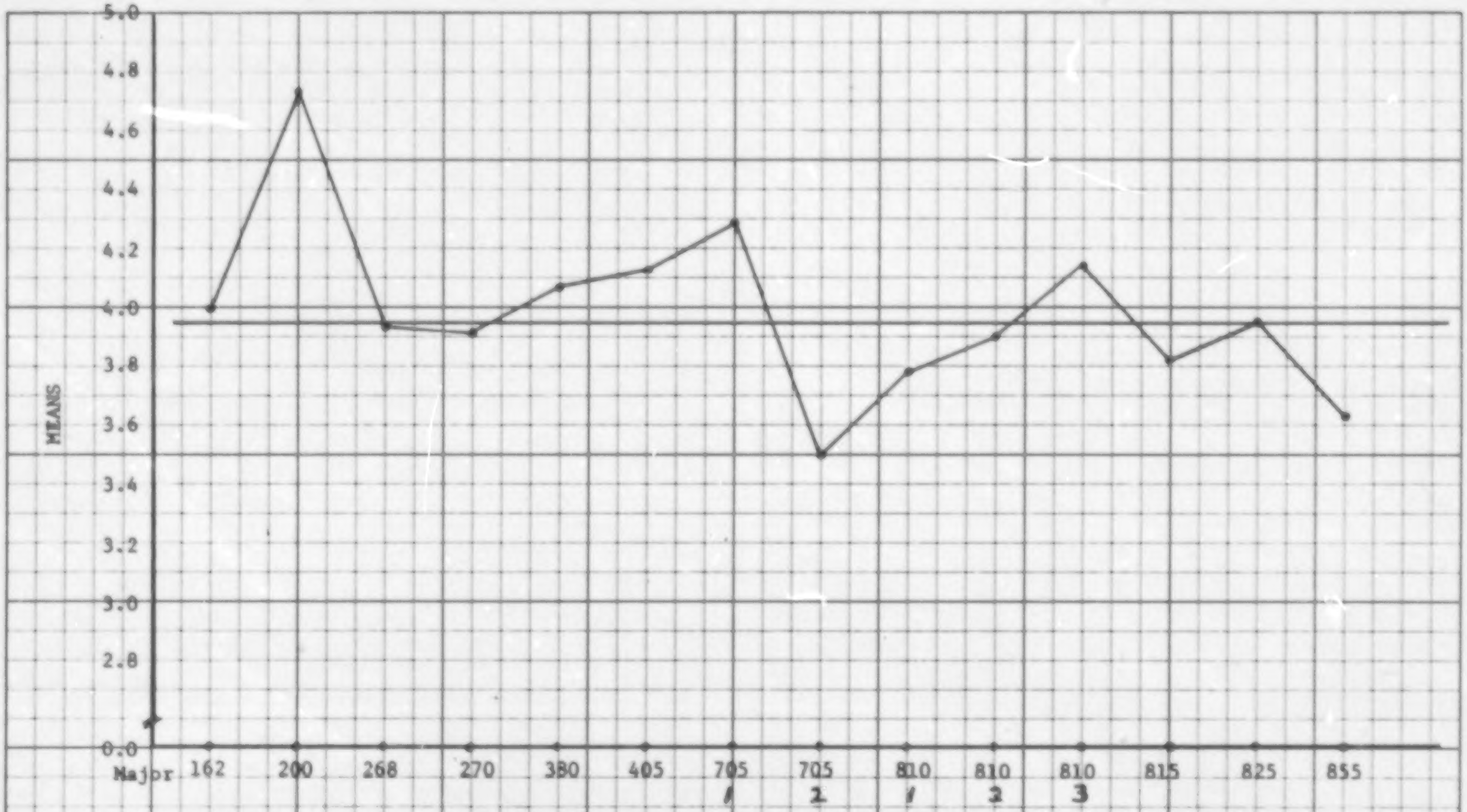
Item 7a. In summary, please indicate your general evaluative reaction to: 7a. The graduate professors at BGSU

(5=Highly Positive 1=Highly Negative)

5 Squares to the Inch

7. In summary, please indicate your general evaluative reactions to:
7b. your graduate curriculum

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	2	7	3	11	16	57	7	25	4.00
200	M.Ed.	C.T.E.	2	5	3	8	7	18	18	46	9	23	4.74
268	M.Ed.	Media	0	0	0	0	4	27	8	53	3	20	3.93
270	M.Ed.	Elementary Educ	1	2	1	2	10	18	33	60	10	18	3.91
380	M.Ed.	Guidance & Couns	1	2	0	0	8	16	28	55	14	28	4.06
405 410	M.Ed.	HPER	0	0	1	3	7	21	13	38	13	38	4.12
705	M.Ed.	Reading	0	0	1	2	6	9	32	49	27	41	4.29
705	Spec.	Reading	0	0	1	25	0	0	3	75	0	0	3.50
810	M.Ed.	EDAS	0	0	3	4	21	28	42	55	10	13	3.78
810	Spec.	EDAS	0	0	0	0	1	10	9	90	0	0	3.90
810	Ph.D.	EDAS	0	0	0	0	3	21	6	43	5	36	4.14
815	M.Ed.	School Psyc	0	0	0	0	2	18	9	82	0	0	3.82
825	M.Ed.	Secondary Educ	0	0	1	5	4	21	9	47	5	26	3.95
855	M.Ed.	Special Educ	0	0	3	14	4	19	12	57	2	10	3.62
Totals			4	1	16	4	80	18	238	54	105	24	3.96

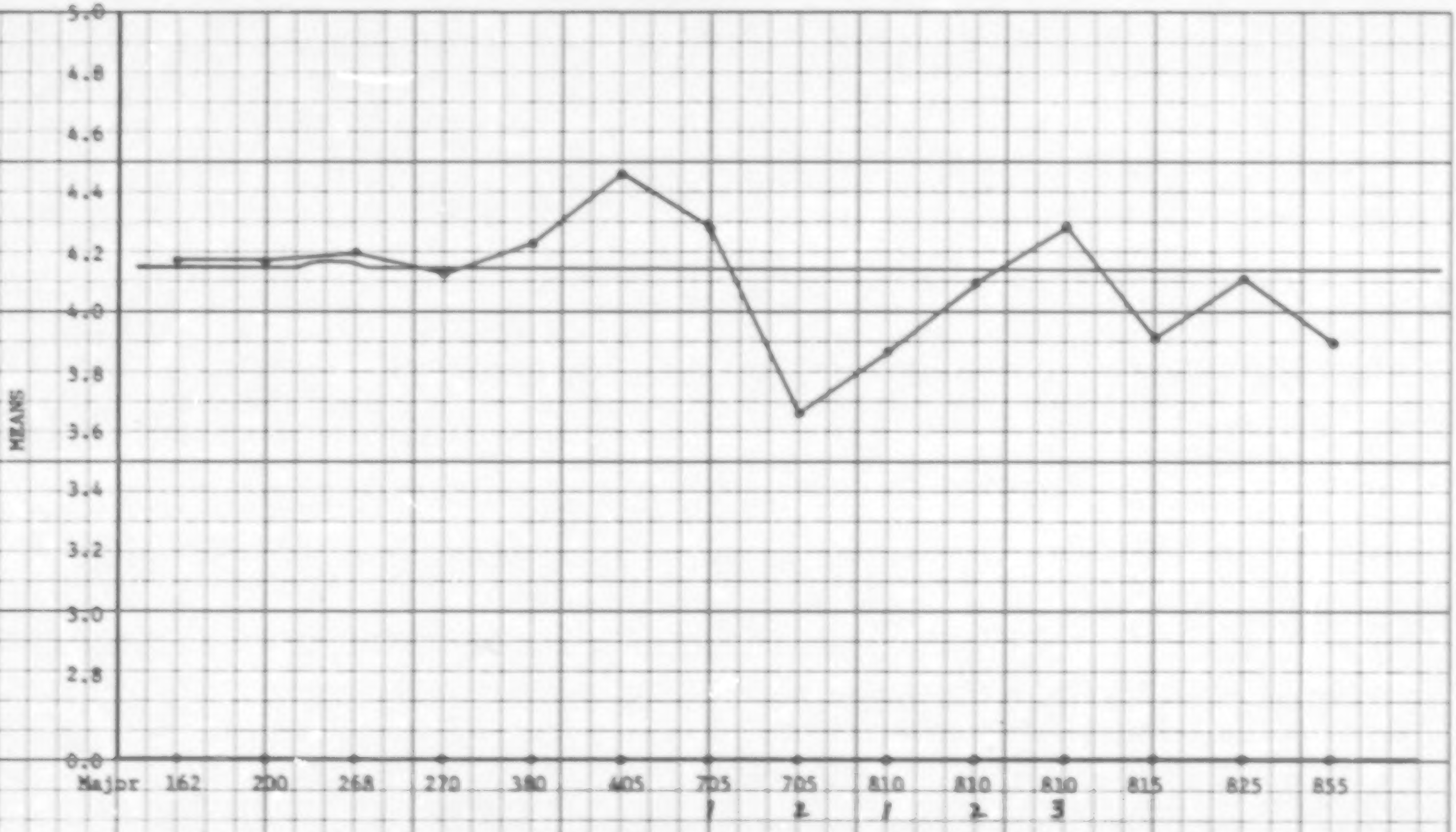


Item 7b. In summary, please indicate your general evaluative reactions to:
7b. Your graduate curriculum

(5=Highly Positive 1=Highly Negative)

7. In summary, please indicate your general evaluative reactions to:
7c. the total graduate experience

Major			1		2		3		4		5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	0	0	0	0	3	11	17	61	8	29	4.18
200	M.Ed.	C.T.E.	0	0	1	3	7	18	15	39	16	41	4.18
268	M.Ed.	Media	0	0	0	0	1	7	10	67	4	27	4.20
270	M.Ed.	Elementary Educ	0	0	1	2	7	13	31	56	16	29	4.13
380	M.Ed.	Guidance & Couns	1	2	1	2	3	6	27	53	19	37	4.22
405 410	M.Ed.	HPER	0	0	0	0	3	9	12	35	19	56	4.47
705	M.Ed.	Reading	1	2	0	0	6	9	31	47	28	42	4.29
705	Spec.	Reading	0	0	0	0	1	33	2	67	0	0	3.67
810	M.Ed.	EDAS	0	0	2	3	15	20	50	66	9	12	3.87
810	Spec.	EDAS	0	0	0	0	1	10	7	70	2	20	4.10
810	Ph.D.	EDAS	1	7	0	0	1	7	4	29	8	57	4.29
815	M.Ed.	School Psyc	0	0	0	0	2	18	8	73	1	9	3.91
825	M.Ed.	Secondary Educ	0	0	1	5	4	21	6	32	8	42	4.11
855	M.Ed.	Special Educ	0	0	0	0	7	33	9	43	5	24	3.90
Totals			3	1	6	1	61	14	229	52	143	32	4.14

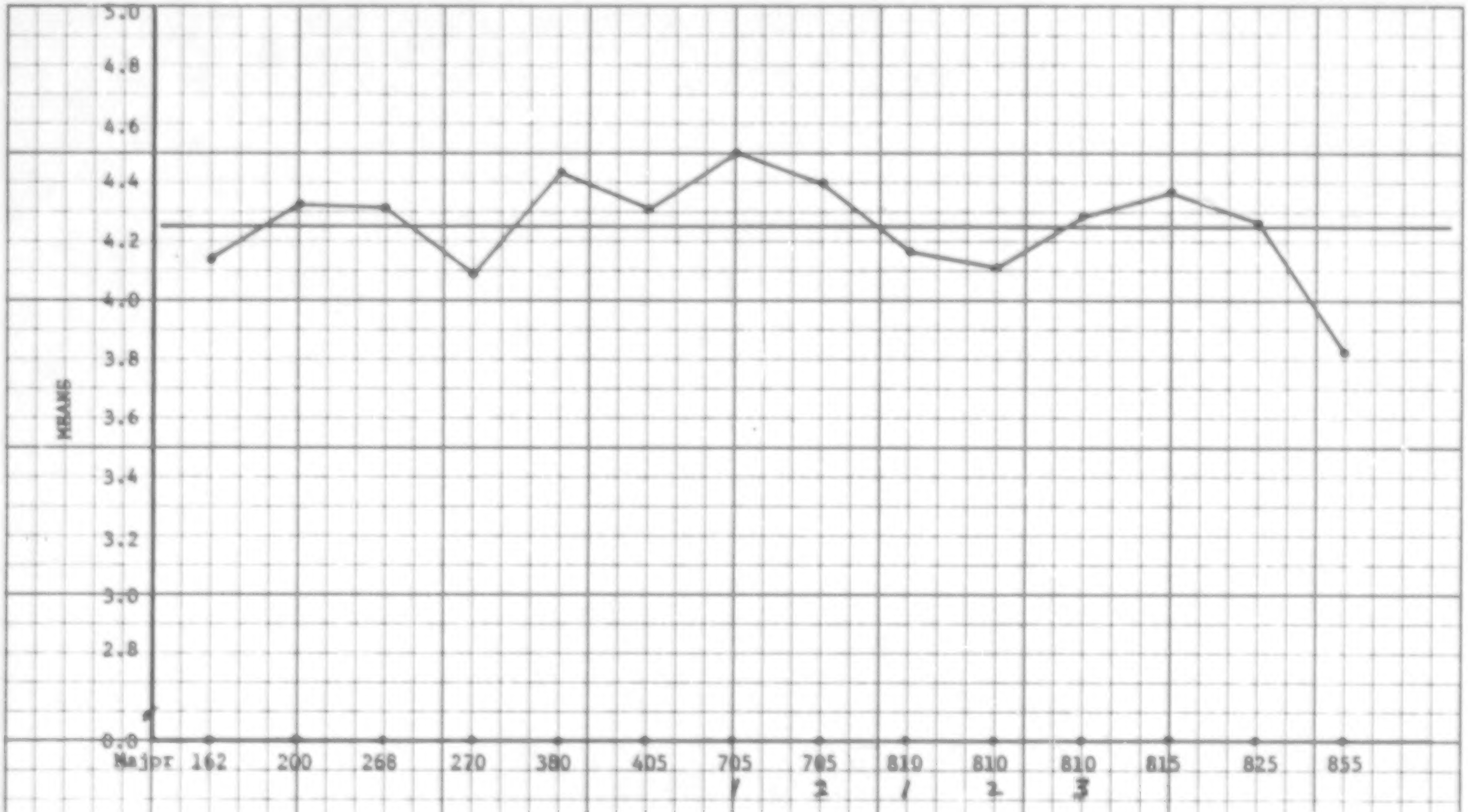


Item 7c. In summary, please indicate your general evaluative reaction to:
7c. The total graduate experience

(5=Highly Positive 1=Highly Negative)

8. I am a better teacher/leader because of the advanced program I recently completed

Major			SD 1		D 2		? 3		A 4		SA 5		Mean
Code	Degree	Name	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Education	1	4	1	4	2	7	13	46	11	39	4.14
200	M.Ed.	C.T.E.	1	3	1	3	0	0	19	50	17	45	4.32
268	M.Ed.	Media	0	0	0	0	1	7	8	53	6	40	4.33
270	M.Ed.	Elementary Educ	1	2	1	2	3	6	37	67	13	24	4.09
380	M.Ed.	Guidance & Couns	1	2	0	0	1	2	23	44	27	52	4.44
405 410	M.Ed.	HPER	0	0	1	3	4	11	13	37	17	49	4.31
705	M.Ed.	Reading	0	0	1	2	3	5	23	36	37	58	4.50
705	Spec.	Reading	0	0	0	0	1	33	1	33	1	33	4.00
810	M.Ed.	EDAS	0	0	1	1	5	7	50	66	20	26	4.17
810	Spec.	EDAS	0	0	0	0	1	11	6	67	2	22	4.11
810	Ph.D.	EDAS	1	7	0	0	0	0	6	43	7	50	4.29
815	M.Ed.	School Psyc	0	0	0	0	0	0	7	64	4	36	4.36
825	M.Ed.	Secondary Educ	0	0	1	5	0	0	11	58	7	37	4.26
855	M.Ed.	Special Educ	0	0	4	18	1	5	12	55	5	23	3.82
Totals			5	1	11	2	22	5	229	52	174	39	4.26



Item 8. I am a better teacher/leader because of the advanced program I recently completed.

(5=Strongly Agree 1=Strongly Disagree)

9. In your advanced program, were you able to select a few experiences or courses of your own choosing?

Major			Yes			No	
Code	Degree	Name	f	%		f	%
162	M.Ed.	Business Education	26	93		2	7
200	M.Ed.	C.T.E.	38	97		1	3
268	M.Ed.	Media	15	100		0	0
270	M.Ed.	Elementary Educ	54	98		1	2
380	M.Ed.	Guidance & Couns	44	85		8	15
405 410	M.Ed.	HPER	34	97		1	3
705	M.Ed.	Reading	34	52		32	49
705	Spec.	Reading	1	25		3	75
810	M.Ed.	EDAS	70	92		6	8
810	Spec.	EDAS	9	90		1	10
810	Ph.D.	EDAS	14	100		0	0
815	M.Ed.	School Psyc	2	18		9	82
825	M.Ed.	Secondary Educ	18	95		1	5
855	M.Ed.	Special Educ	16	73		6	27
Totals			375	84		71	16

Section II D

A Listing of the Students' Comments

This section of the report presents a listing of the comments or suggestions made by the graduates of the Advanced programs. The comments are categorized by programs. (In some instances, a numeral followed by R is presented; 4R would indicate that four students made the same general comments).

Business Education (162)

Too much emphasis on B.E., not on D.E.
Instructors in Bus. Ed. favored Bus. Ed. graduate assistants, advisor wasn't as thorough with non-graduate assistants.
Need to develop a graduate course in Data Processing for Business Teachers.

Career and Technology Education (200)

Too many things slanted toward the secondary not elementary level.
Need a closer relation with State Department of Education - career development services.
Courses should be more relevant to immediate teacher needs, especially grades K - 10.
Include classes related to community, not classroom, education and educational materials.
Integrate graduate program for dietetics/nutrition majors between biological sciences, home economics, and education.
Include a course in integrating classroom theories into the field.
Need more info on getting new data into electronics programs.
Address the confusion between the roles of industrial arts teachers, vocational teachers, and trade and industry teachers.
More practical experiences should take into account individual interests.
Seminars should allow more contact with community resources.
Not so much theory - more "hands on" activities related to your specialty.
Emphasize industrial training and industrial specialties more, possibly with internships.
Split the research course into theoretical and practical quarters because of its importance.

Teaching assistantships should be stressed more.
In advising, suggest expanding certification beyond elementary provisional to expand marketability.

Educational Media - 268

Professors should be more realistic and teach how to "make something from nothing" since not all school districts can afford even basic equipment.
More psychology - dealing with students effectively.
More specific instruction in: gifted children, individualized instructiion, use of microcomputer, administration (budgets, schedules), educational TV in the classroom.
More "hands on" experience with hardware and production of software.
Include a periodicals and government documents class.
Departments in the library should teach courses.
Instructors weren't prepared to teach at the graduate level.

Extensive work in these areas needed: A-V equipment and maintenance, cataloging materials, materials selection (hands on experience), more field experience.
When entering degree program - it should be made clear that the library program is not certified. Program should try to gain certification.

Elementary Education - 270

A test should be given before graduate school instead of comps afterwards.
Electives were more beneficial than requirements.
Extension program is valuable.
Lack of guidance.
Comps should not be given. (R11)
Classes at Firelands and Extension classes were smaller and profs were more willing to help.
Shouldn't be required to take statistics.
Instruction should be more individualized.
Too many multiple choice tests; not enough essays to use writing skills.
Administration graduates should be required to have more contact with classrooms.
Evaluation of classes given off-campus should be made; on-campus classes were much better.
Offer a course in assertive discipline.
Should be an evaluation of teaching skills and a more individualized program for those who have been teaching a long time.
"Off campus" grad students don't get to know their advisors.

Guidance and Counseling - 380

Need more field experiences - direct counseling; possibly an internship (6R)
Need more knowledge of how to establish more effective career resource centers.

Guidance and Counseling - 380 (cont.)

An additional course in counseling techniques and strategies.
Educational research and psychological tests and measurements weren't relevant to secondary counselors.
More practice in interpretation of tests given in Ohio.
More indepth study of theories.
More exposure to humanistic psychology.
More methodology in assessment.
Advisors are too difficult to find during registration.
Field experiences should be more structured.
Research courses differ too much between professors.
Career education needs more emphasis.
Graduate program should be more selective of both students and instructors.
Professors should show more enthusiasm, preparation, and dedication.
Less emphasis on theory and philosophy and more on practical items pertinent to on-the-job experiences are needed in the Graduate Curriculum in Education. (R2)
Allow students to take more than one Guidance Practicum.
Research and statistics courses were most beneficial.

Health, Physical Education, and/or Recreation - 405

Shift some emphasis from research to effective teaching methods and techniques.
Continue emphasis on writing skills and preparing graduate students to author articles.
Continue emphasis on Professionalism.
Offer more courses in sports administration.
Too many students are able to slide through with a minimum amount of work because of certain faculty.
Offer a course in discipline manners and procedures.
Advisors need to be more clear, especially re: PER-HPE merger.
Too much repetition from one course to another.
Courses should be made more difficult, then eliminate comps.
More communication is needed with commuting students, regarding courses available, graduate requirements, etc.
A more personal interest should be taken by the faculty.
Job interviews should begin earlier than April.
Devote more courses to teaching methods and relating them to specific activities.

Masters Degree in Reading - 705

Need more credit given for lab courses, clinic experience which requires much extra time.

Masters Degree in Reading - 705 cont.

Need to better organize what is expected and how much time is allowed.
Need to revise comprehensive exam: shouldn't have to "memorize" names and contributions of reading experts.
Need more practical courses in the field of education rather than philosophy of it.
Need courses on discipline, school law and just the inner workings of the school system.
Field experiences should start earlier in college.

Specialist Degree in Reading - 705

Allow more freedom in selecting courses.
Warn students of the need of administrative background along with the Specialist degree.
Provide things such as leadership skills and program planning and evaluation rather than rehashing the basics taught at the master's level.

Masters Degree in Educational Administration & Supervision- 810

Need more administrative experience.
Several instructors seemed very unprepared and for the most part uncaring.
In many of the courses, little was demanded of you to receive an "A".
The one major negative aspect of graduate work is the comprehensive final exam. It is unfair to base the success of graduate work on one test.
Too many of the professors do not teach enough. Instead they let you do the work on your own without any direction.
Need better counseling as to the courses which are required.
A student should be allowed to plan his/her own program and decide how many courses to take at a time.
Need another course in EDAS.
Need more training in public relations.
Professors need to be enthusiastic, prepared, and up-to-date in their preparations.
Too much busy work in the courses.
Encourage the curriculum to include concrete actual life situations.
The extension office was very helpful.
School Law and School Finance should be required.
Reading course 570 was a waste of time.
Include more practical application of concepts and less theory.
Keep the intern program strong.
Have the professors go into more school systems and get a first hand view of how schools are being run.
Success and failures should be presented.
Evaluation of teaching should include visitations by other faculty and administrators.
Teaching should be accompanied by an on-going direct relationship with a school or school system.

Masters in EDAS - 810 cont.

Departmental seminars should be required, which address the issue of standards and relevance of assignments to practical situations.
When something is needed from an office at BGSU it usually takes 2 weeks.
The professors often had speakers come in instead of teaching their own class.
Students should be able to choose or request their own advisor.
The internship program should be at the Firelands campus.
There should be less theory and more application.
Improve extensions programs.
The placement center should return calls, send materials and remain current.
More time should be allocated to field experiences.
The books required should be more practical.
There needs to be more experience in dealing with special students.
More emphasis on curriculum.
Retain residency requirements.
More emphasis on theoretical construction of administrator from business or industry.
Hire better professors.
Allow more time for field experience.
Field experiences should be in a different size school system than you plan to work in. (rural, urban, suburban)
The Research course would be more beneficial earlier in the program.
Prepare graduate counseling materials so that those doing the guidance work understand full procedures.
The field experience should have more continuous in-depth work over a required period of time (5weeks).
The advisors too often are not available.
Class content was repetitious.
Professors should go into the high school field for a period of time.
Need a course in dealing with discipline problems.
Courses in philosophy, psychology and the history of education should be required as early as possible in the undergraduate program.
School Law and Research were the 2 most helpful courses.
A course in state reports and other types of reporting should be taught.
The courses need to be more practical and applicable to the duties of a principal.
Firelands library hours need to be extended.
School Law and Principalship were very helpful courses.
It would be helpful if the courses were divided into elementary or secondary courses.
Need a course in computers with the use of statistics.
Field experiences should be more in-depth.
Workshop Way strategies should not be allowed twice for credit.

Educational Administration & Supervision, Ph.D. Program - 810

It would be more helpful for a student to have more rigorous academic requirements for major courses.

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EDAS, Ph.D. Program -810 cont.

The students should be required to take courses outside education college.

Specific courses which should be offered for public school administration are: (a) Management of Higher Education, (b) Instructional Strategies in Postsecondary Education, and (c) Program Budget Management.

BGSU's intern program encourages working administrators to seriously pursue doctoral programs.

The language requirement should be more relaxed.

More instructions were needed about how to choose and work with a graduate committee.

The library was inadequate in nursing, nursing administration, hospital administration materials.

More emphasis should be given to "practical-problem solving" skills/ techniques.

Secondary Education - 825

Eliminate Philosophy and Test and Measurement courses.

There should not be comprehensive exams.

The experiences working in the school districts is of vital importance.

The very practical classroom strategies course were a waste of time.

There was much flexibility in the electives one could take to complete hours for Masters degree.

The Methodology classes were insufficient/inadequate.

Biology department - too much research oriented for teaching in the public schools.

Philosophy and Comparative Education courses are a waste.

Need better advisors who are available during the summer quarter.

Need a "free" alumni newsletter. If donations are not received by a person - the person is sort of forgotten.

Some professors are very closed-minded.

A course in selecting and evaluating books for teaching reading.

Most of the courses should have been aimed at teaching larger groups of 20-30 rather than 2-3 people.

Record keeping at the Bursar's office is implorable.

School Psychology - 815

Degree should be a specialist degree for the amount of work required compared with a regular M.Ed.

Program should allow more flexibility in terms of courses you are allowed to take.

Professors of the actual School Psychology courses should share more of the responsibility and control of the course.

School Psychology - 815 cont.

There should be more guidance and direction available during internship.
Internship seminars should be more structured and have specific activities.
Need a survey of frequently used assessment tools.
Comparison/contrast of tests' validity and reliability would be a useful objective.
Internship experiences outside the traditional Wood County, Findlay, and Richland offers the opportunity to work with psychologists with different orientations.

Special Education - 855

Need more experience dealing with administrators.
There is little opportunity for actual use of theories/philosophies studied.
The advising for grad students is extremely poor.
The Masters Spec Education enabled one to obtain a variety of certifications.
Require more classroom or field experience.
Advisors need to be more aware of students program, requirements, hours needed.
Broaden the quantity, quality, and depth of core curriculum courses.
Require that all faculty give out evaluations at the end of every course.
Expand instruction in the area of behavior management beyond behavior modification.
Offer more accurate advice regarding program course requirements.
Need a wider selection of courses.
Library hours - too short on weekends.
Materials presented were often redundant.
The behavior modification courses were repetitious.

Section II E

An Analysis of the Supervisor Ratings Given to the Advanced Graduates

As mentioned in the Introduction and as can be verified by examining the instrument presented as Appendix 2, the form that supervisors completed was basically of two parts.

The first part (Item A4) had the supervisors respond to the following question: Considering the individual's total effectiveness in performing the duties related to his/her job title/description, the individual rates (Extremely Weak to Extremely Strong in 7 steps).

(A crosstabulation of student majors and supervisor ratings revealed the following percentage of students working in the areas of their advanced degrees.

a) 100% of the "evaluated" Business Education students

b) 93% of the "evaluated" CTE students

c) 67% of the "evaluated" Media students

d) 100% of the "evaluated" Elementary Education students

e) 92% of the "evaluated" Guidance and Counseling students

f) 96% of the "evaluated" HPER students

g) 68% of the "evaluated" Reading students

h) 70% of the "evaluated" EDAS students

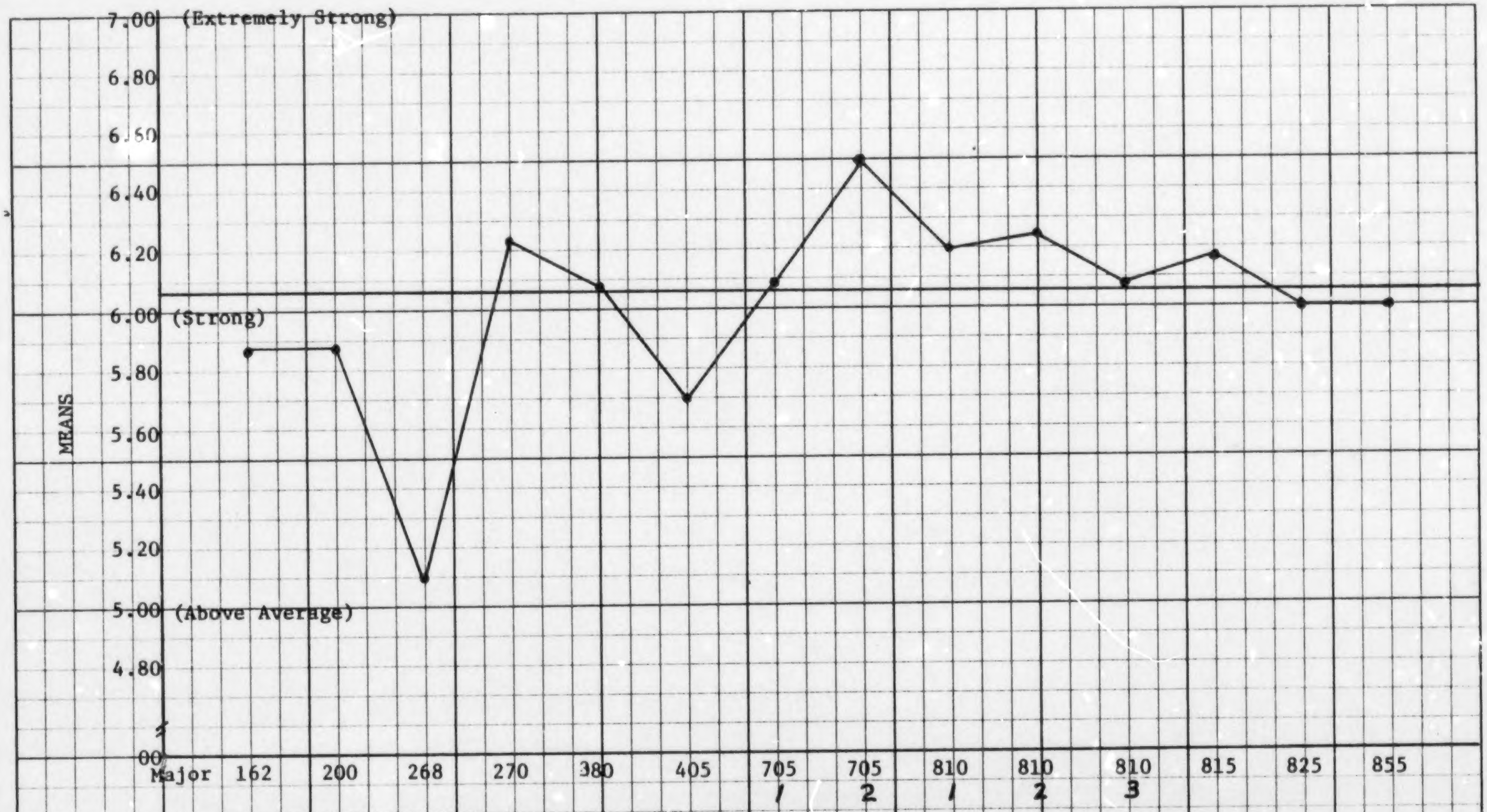
i) 100% of the "evaluated" School Psychology students

j) 100% of the "evaluated" Secondary Education students

k) 92% of the "evaluated" Special Education students

The table and graph presented on the next two pages reveal a summary of the effectiveness ratings via Item A4 earned by our advanced graduates, Item A4. Considering the individual's total effectiveness in performing the duties related to his/her job title/description, the individual rates:

Major			N	Omits		Extremely Weak 1		Weak 2		Below Average 3		Average 4		Above Average 5		Strong 6		Extremely Strong 7		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19			–	–	1	5	–	–	1	5	2	11	9	48	6	32	5.89
200	M.Ed.	C.T.E.	29			–	–	1	3	1	3	0	0	3	10	17	59	7	24	5.89
268	M.Ed.	Media	9			–	–	–	–	–	–	2	22	5	56	1	11	1	11	5.11
270	M.Ed.	Elem Educ	54			–	–	–	–	–	–	2	4	6	11	23	43	23	43	6.24
380	M.Ed.	Guid & Coun	45			–	–	–	–	–	–	–	–	10	22	21	47	14	31	6.09
405 410	M.Ed.	HPER	24			–	–	–	–	–	–	1	4	6	25	16	67	1	4	5.70
705	M.Ed.	Reading	46			–	–	–	–	–	–	2	4	10	22	16	35	18	39	6.09
705	Spec	Reading	2			–	–	–	–	–	–	–	–	–	–	1	50	1	50	6.50
810	M.Ed.	EDAS	70			–	–	–	–	–	–	1	1	13	19	28	40	28	40	6.19
810	Spec	EDAS	8			–	–	–	–	–	–	1	13	1	13	1	13	5	62	6.25
810	Ph.D.	EDAS	12			–	–	–	–	–	–	–	–	2	17	7	58	3	25	6.08
815	M.Ed.	School Psy	11			–	–	–	–	–	–	1	9	–	–	6	55	4	36	6.18
825	M.Ed.	Sec Educ	17			–	–	–	–	–	–	–	–	4	24	9	53	4	24	6.00
855	M.Ed.	Spec Educ	14			–	–	–	–	–	–	1	7	2	14	7	50	4	29	6.00
	Totals		360			0	0	2	1	1	0	12	4	64	18	162	45	119	33	6.06



Item A4. Considering the individual's total effectiveness in performing the duties related to his/her job title/description, the individual rates: (scale 7 = extremely strong -- 1 = extremely weak)

NATIONAL 12-285
5 Squares to the inch

per major and total. The graph is merely a pictorial representation of the data presented in the previous table. The horizontal line depicts the overall general mean of 6.06. The majors whose means are below the line received below 6.06 average ratings and those above the line received average ratings greater than 6.06. It should be noted that a "5" was looked upon as 'above average', a "6" was 'strong', and a "7" was 'extremely strong'. A safe conclusion is that the 360 advanced graduates who were evaluated by their supervisors, overall, were performing very satisfactorily in their jobs.

The second part of the supervisor rating form consisted of 18 items related to specific job competencies. Tabular summaries of the supervisor responses to these 18 items are presented henceforth in this section. Presented prior to the 18 separate tables, however, is a graph of the overall means (all majors combined) for the 18 items.

The graph shows that the grand mean of the means for the 18 items was 4.62. The supervisors gave our graduates relatively high ratings for items 1, 7, 10, and 11. These items are reproduced below:

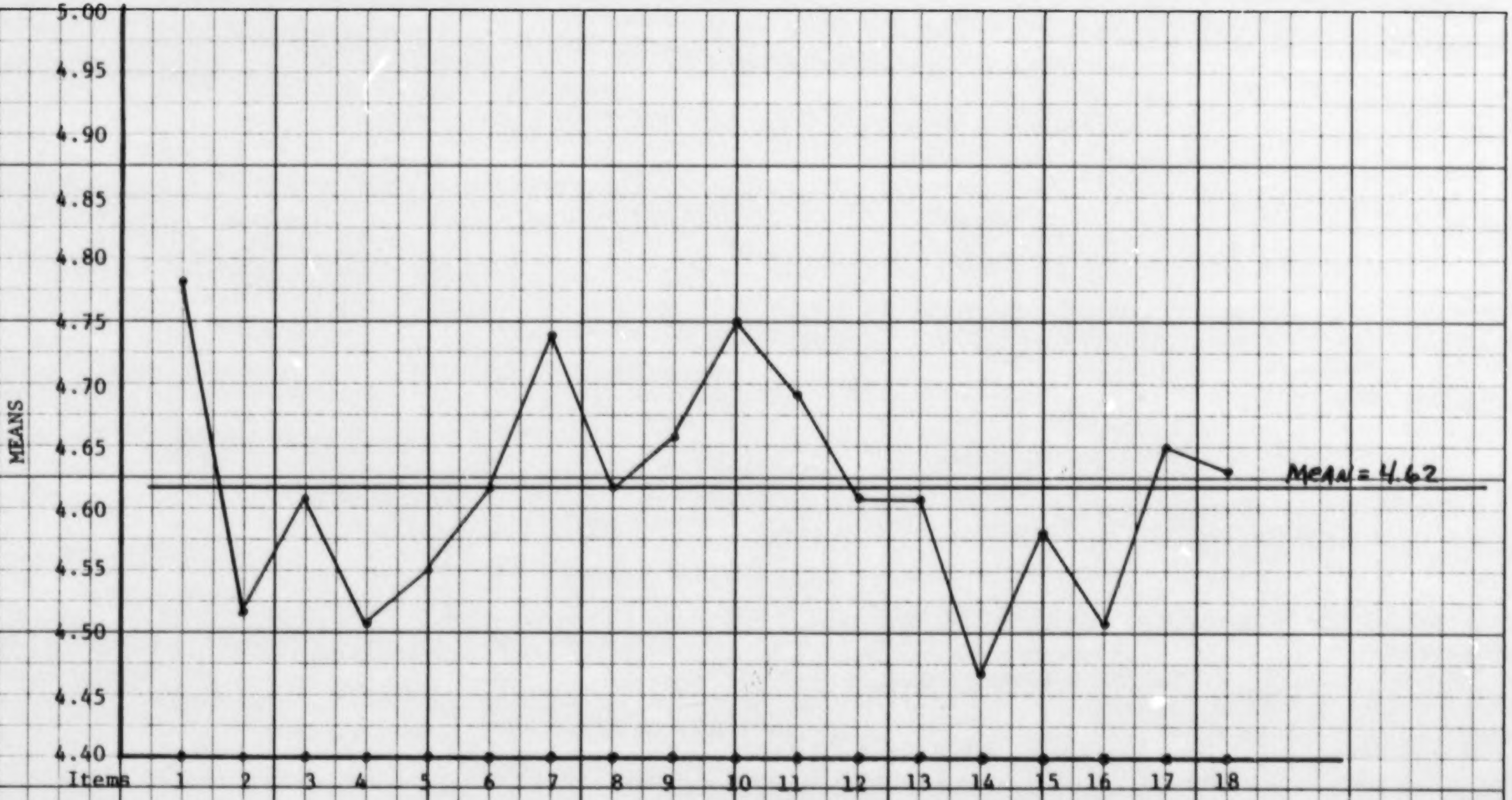
1. Demonstrates skills/knowledge/expertise in his/her field of endeavor.
7. Is a loyal and dependable employee.
10. Demonstrates ethical behavior.
11. Participates in professional growth activities, such as additional courses, workshops, conferences, etc.

The five items which produced the lowest relative general ratings were 2, 4, 5, 14, and 16. These items are reproduced below:

2. Evidences fairness, tact, compassion and good judgement in dealing with others.

4. Is an effective communicator.
5. Selects and/or accomplishes appropriate professional goals and objectives.
14. Has realistic expectations for those people around him/her - ie, pupils, cohorts, administrators, etc.
16. Evaluates his/her performance and if needed makes appropriate changes.

It should be noted by the interested reader of this report that each of the overall means was rather high in absolute value. The faculty in the various program areas can, if desired, ascertain how their graduates compare to the average, per item, by examining the data presented in each of the 18 tables.



Total Mean (All Majors Combined)
Supervisor Ratings of BGSU Advanced Graduates
(N=360)

(Wording of the 18 items presented via the concerned tables)
5--Very Accurate 4--Somewhat Accurate

National 12-285
5 Squares to the Inch

1. Demonstrates skills/knowledge/expertise in his/her field of endeavor.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	-	-	-	-	-	-	3	16	16	84	4.84
200	M.Ed.	C.T.E.	29	-	-	-	-	1	3	2	7	3	10	23	79	4.66
268	M.Ed.	Media	9	-	-	-	-	-	-	1	11	2	22	6	67	4.56
270	M.Ed.	Elem Educ	54	-	-	-	-	-	-	1	2	6	11	47	87	4.85
380	M.Ed.	Guid & Coun	45	1	2	-	-	-	-	-	-	12	27	32	71	4.76
405 410	M.Ed.	HPER	24	-	-	-	-	-	-	-	-	7	29	17	71	4.70
705	M.Ed.	Reading	46	-	-	-	-	-	-	-	-	6	13	40	87	4.87
705	Spec.	Reading	2	-	-	-	-	-	-	-	-	1	50	1	50	4.50
810	M.Ed.	EDAS	70	-	-	-	-	-	-	-	-	15	21	55	79	4.79
810	Spec.	EDAS	8	-	-	-	-	-	-	-	-	2	25	6	75	4.75
810	Ph.D.	EDAS	12	-	-	-	-	-	-	-	-	3	25	9	75	4.75
815	M.Ed.	School Psy	11	-	-	-	-	-	-	-	-	3	27	8	73	4.73
825	M.Ed.	Sec Educ	17	-	-	-	-	-	-	-	-	2	12	15	88	4.88
855	M.Ed.	Spec Educ	14	-	-	-	-	-	-	-	-	3	21	11	79	4.79
	Totals		360	1	0	-	-	1	0	4	1	68	19	286	79	4.78

2. Evidences fairness, tact, compassion and good judgement in dealing with others.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	1	5	1	5	0	0	8	42	9	47	4.21
200	M.Ed.	C.T.E.	29	-	-	-	-	1	3	3	10	10	35	15	52	4.34
268	M.Ed.	Media	9	-	-	1	11	0	0	1	11	3	33	4	44	4.00
270	M.Ed.	Elem Educ	54	-	-	0	0	1	2	2	4	14	26	37	69	4.61
380	M.Ed.	Guid & Coun	45	-	-	0	0	0	0	2	4	5	11	38	84	4.80
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	1	4	11	46	12	50	4.49
705	M.Ed.	Reading	46	-	-	1	2	1	2	2	4	17	37	25	54	4.39
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	-	-	0	0	1	1	1	1	28	40	40	57	4.53
810	Spec.	EDAS	8	-	-	0	0	1	13	0	0	3	38	4	50	4.25
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	2	17	10	83	4.83
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	5	46	6	55	4.54
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	2	12	3	18	12	71	4.59
855	M.Ed.	Spec Educ	14	-	-	0	0	1	7	0	0	2	14	11	79	4.64
	Totals		360	-	-	3	1	7	2	14	4	112	31	224	62	4.52

3. Demonstrates enthusiasm for his/her job.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	–	–	0	0	1	5	2	11	2	11	14	74	4.53
200	M.Ed.	C.T.E.	29	–	–	0	0	1	3	1	3	10	35	17	59	4.48
268	M.Ed.	Media	9	–	–	0	0	1	11	0	0	6	67	2	22	4.00
270	M.Ed.	Elem Educ	54	–	–	0	0	1	2	1	2	12	22	40	74	4.69
380	M.Ed.	Guid & Coun	45	–	–	0	0	0	0	2	4	9	20	34	76	4.71
405 410	M.Ed.	HPER	24	–	–	0	0	0	0	1	4	9	38	14	58	4.54
705	M.Ed.	Reading	46	–	–	0	0	1	2	5	11	13	28	27	59	4.43
705	Spec.	Reading	2	–	–	0	0	0	0	1	50	0	0	1	50	4.00
810	M.Ed.	EDAS	70	–	–	0	0	1	1	1	1	15	21	53	76	4.71
810	Spec.	EDAS	8	–	–	0	0	0	0	0	0	3	38	5	63	4.63
810	Ph.D.	EDAS	12	–	–	0	0	0	0	1	8	2	17	9	75	4.67
815	M.Ed.	School Psy	11	–	–	0	0	0	0	0	0	4	36	7	64	4.64
825	M.Ed.	Sec Educ	17	–	–	0	0	0	0	1	6	3	18	13	77	4.71
855	M.Ed.	Spec Educ	14	–	–	0	0	0	0	0	0	3	21	11	79	4.79
	Totals		360	–	–	–	–	6	2	16	4	91	25	247	68	4.61

4. Is an effective communicator.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	1	5	2	11	4	21	12	63	4.42
200	M.Ed.	C.T.E.	29	-	-	0	0	1	3	2	7	11	38	15	52	4.38
268	M.Ed.	Media	9	-	-	0	0	1	11	0	0	6	67	2	22	4.00
270	M.Ed.	Elem Educ	54	-	-	0	0	0	0	2	4	14	26	38	70	4.67
380	M.Ed.	Guid & Coun	45	-	-	0	0	0	0	1	2	18	40	26	58	4.56
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	0	0	12	50	12	50	4.50
705	M.Ed.	Reading	46	-	-	1	2	0	0	3	7	16	35	26	57	4.43
705	Spec.	Reading	2	-	-	0	0	0	0	1	50	0	0	1	50	4.00
810	M.Ed.	EDAS	70	-	-	0	0	1	1	3	4	19	27	47	67	4.60
810	Spec.	EDAS	8	-	-	0	0	0	0	2	25	3	38	3	38	4.13
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	6	50	6	50	4.50
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	4	36	7	64	4.64
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	7	41	10	59	4.59
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	1	7	6	43	7	50	4.43
	Totals		360	-	-	1	0	4	1	17	5	126	35	212	59	4.51

5. Selects and/or accomplishes appropriate professional goals and objectives.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	0	0	1	5	8	42	10	53	4.47
200	M.Ed.	C.T.E.	29	-	-	1	3	1	3	2	7	9	31	16	55	4.31
268	M.Ed.	Media	9	-	-	0	0	1	11	0	0	3	33	5	56	4.33
270	M.Ed.	Elem Educ	54	-	-	0	0	0	0	2	4	13	24	39	72	4.69
380	M.Ed.	Guid & Coun	45	-	-	0	0	1	2	2	4	20	44	22	49	4.40
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	1	4	10	42	13	54	4.50
705	M.Ed.	Reading	46	-	-	0	0	1	2	2	4	14	30	29	63	4.54
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	-	-	0	0	0	0	1	1	22	31	47	67	4.66
810	Spec.	EDAS	8	-	-	0	0	0	0	1	13	5	63	2	25	4.13
810	Ph.D.	EDAS	12	-	-	0	0	0	0	1	8	2	17	9	75	4.67
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	3	27	8	73	4.73
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	8	47	9	53	4.53
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	0	0	3	21	11	79	4.79
	Totals		360	-	-	1	0	4	1	13	4	121	34	221	61	4.55

6. Demonstrates ability to work with individuals, small groups, and large groups.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	1	5	1	5	5	26	12	63	4.47
200	M.Ed.	C.T.E.	29	-	-	0	0	1	3	1	3	7	24	20	69	4.59
268	M.Ed.	Media	9	-	-	0	0	1	11	1	11	4	44	3	33	4.00
270	M.Ed.	Elem Educ	54	-	-	0	0	1	2	3	6	10	19	40	74	4.65
380	M.Ed.	Guid & Coun	45	-	-	0	0	0	0	2	4	15	33	28	62	4.58
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	1	4	10	42	13	54	4.50
705	M.Ed.	Reading	46	-	-	0	0	1	2	2	4	10	22	33	72	4.63
705	Spec.	Reading	2	1	50	0	0	0	0	0	0	0	0	1	50	5.50
810	M.Ed.	EDAS	70	1	1	0	0	0	0	3	4	16	23	50	71	4.70
810	Spec.	EDAS	8	-	-	0	0	1	13	0	0	4	50	3	38	4.13
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	4	33	8	67	4.67
815	M.Ed.	School Psy	11	-	-	0	0	0	0	1	9	1	9	9	82	4.73
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	5	29	12	71	4.71
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	0	0	1	7	13	93	4.92
	Totals		360	2	1	-	-	6	2	15	4	92	26	245	68	4.62

7. Is a loyal and dependable employee.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	2	11	0	0	2	11	15	79	4.58
200	M.Ed.	C.T.E.	29	-	-	0	0	2	7	0	0	5	17	22	76	4.62
268	M.Ed.	Media	9	-	-	1	11	0	0	1	11	2	22	5	56	4.11
270	M.Ed.	Elem Educ	54	-	-	0	0	1	2	2	4	5	9	46	85	4.78
380	M.Ed.	Guid & Coun	45	-	-	0	0	0	0	2	4	6	13	37	82	4.78
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	0	0	5	21	19	79	4.80
705	M.Ed.	Reading	46	-	-	0	0	2	4	1	2	9	20	34	74	4.63
705	Spec.	Reading	2	1	50	0	0	0	0	0	0	0	0	1	50	5.50
810	M.Ed.	EDAS	70	-	-	0	0	0	0	5	7	6	9	59	84	4.77
810	Spec.	EDAS	8	-	-	0	0	0	0	0	0	2	25	6	75	4.75
810	Ph.D.	EDAS	12	1	8	0	0	0	0	0	0	0	0	11	92	5.08
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	2	18	9	82	4.82
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	3	18	14	82	4.82
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	1	7	1	7	12	86	4.79
	Totals		360	2	1	1	0	7	2	12	3	48	13	290	81	4.74

8. Works cooperatively and effectively with teachers, specialists, administrators, students, and parents, regradless of their value system, race, religion, age, sex, socioeconomic status, etc.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	2	11	0	0	8	42	9	47	4.26
200	M.Ed.	C.T.E.	29	-	-	0	0	3	10	1	3	6	21	19	66	4.41
268	M.Ed.	Media	9	-	-	1	11	0	0	1	11	4	44	3	33	3.89
270	M.Ed.	Elem Educ	54	-	-	0	0	3	6	0	0	11	20	40	74	4.63
380	M.Ed.	Guid & Coun	45	-	-	0	0	0	0	0	0	9	20	36	80	4.80
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	0	0	8	33	16	67	4.67
705	M.Ed.	Reading	46	1	2	1	2	1	2	2	4	10	22	31	67	4.57
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	1	1	0	0	1	1	1	1	17	24	50	71	4.70
810	Spec.	EDAS	8	-	-	0	0	1	13	0	0	3	38	4	50	4.25
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	1	8	11	92	4.92
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	1	9	10	91	4.91
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	3	18	14	82	4.82
855	M.Ed.	Spec Educ	14	-	-	0	0	1	7	1	7	1	7	11	79	4.57
	Totals		360	2	1	2	1	12	4	6	2	83	23	255	70	4.62

9. Follows the policies and procedures of the school district or the institution.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	1	5	1	5	3	16	14	74	4.58
200	M.Ed.	C.T.E.	29	-	-	0	0	2	7	1	3	5	17	21	72	4.55
268	M.Ed.	Media	9	-	-	0	0	0	0	3	33	0	0	6	67	4.33
270	M.Ed.	Elem Educ	54	-	-	0	0	1	2	3	6	8	15	42	78	4.69
380	M.Ed.	Guid & Coun	45	1	2	0	0	1	2	0	0	9	20	34	76	4.76
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	1	4	7	29	16	67	4.63
705	M.Ed.	Reading	46	1	2	0	0	1	2	2	4	12	26	30	65	4.61
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	0	0	2	100	5.00
810	M.Ed.	EDAS	70	1	1	0	0	0	0	3	4	17	24	49	70	4.69
810	Spec.	EDAS	8	-	-	0	0	0	0	0	0	4	50	4	50	4.50
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	1	8	5	92	4.92
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	4	36	7	64	4.64
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	3	18	14	82	4.82
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	2	14	1	7	11	79	4.64
	Totals		360	3	1	-	-	6	2	16	5	74	21	261	73	4.66

10. Demonstrates ethical behavior.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	2	11	0	0	2	11	15	79	4.58
200	M.Ed.	C.T.E.	29	-	-	0	0	0	0	1	3	4	14	24	83	4.79
268	M.Ed.	Media	9	1	11	0	0	0	0	2	22	2	22	4	44	4.44
270	M.Ed.	Elem Educ	54	-	-	0	0	1	2	2	4	7	13	44	82	4.74
380	M.Ed.	Guid & Coun	45	-	-	0	0	0	0	1	2	8	18	36	80	4.78
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	1	4	5	21	18	75	4.71
705	M.Ed.	Reading	46	-	-	0	0	2	4	1	2	7	15	36	78	4.67
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	1	1	0	0	0	0	3	4	12	17	54	77	4.76
810	Spec.	EDAS	8	-	-	0	0	0	0	0	0	1	13	7	88	4.88
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	1	8	11	92	4.92
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	1	9	10	91	4.91
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	2	12	15	88	4.88
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	0	0	3	21	11	79	4.79
	Totals		360	2	1	-	-	5	1	11	3	56	16	286	79	4.75

11. Participates in professional growth activities, such as additional courses, workshops, conferences, etc.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	1	5	1	5	4	21	13	68	4.53
200	M.Ed.	C.T.E.	29	-	-	0	0	0	0	4	14	6	21	19	66	4.52
268	M.Ed.	Media	9	-	-	0	0	0	0	0	0	4	44	5	56	4.56
270	M.Ed.	Elem Educ	54	-	-	0	0	0	0	2	4	9	17	43	80	4.76
380	M.Ed.	Guid & Coun	45	1	2	0	0	0	0	3	7	11	24	30	67	4.64
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	2	8	10	42	12	50	4.42
705	M.Ed.	Reading	46	1	2	0	0	0	0	2	4	9	20	34	74	4.74
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	0	0	2	100	5.00
810	M.Ed.	EDAS	70	-	-	0	0	1	1	1	1	9	13	59	84	4.80
810	Spec.	EDAS	8	-	-	0	0	0	0	0	0	3	38	5	63	4.63
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	2	17	10	83	4.83
815	M.Ed.	School Psy	11	-	-	0	0	0	0	0	0	2	18	9	82	4.82
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	3	18	14	82	4.82
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	1	7	2	14	11	79	4.71
	Totals		360	2	1	-	-	2	1	16	4	74	21	266	74	4.69

12. Possesses and exhibits a personal and viable philosophy of life/education.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	2	11	0	0	2	11	15	79	4.58
200	M.Ed.	C.T.E.	29	-	-	0	0	0	0	4	14	8	28	17	59	4.45
268	M.Ed.	Media	9	-	-	0	0	0	0	2	22	4	44	3	33	4.11
270	M.Ed.	Elem Educ	54	-	-	0	0	0	0	2	4	13	24	39	72	4.69
380	M.Ed.	Guid & Coun	45	-	-	0	0	0	0	0	0	12	27	33	73	4.73
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	1	4	7	29	16	67	4.63
705	M.Ed.	Reading	46	-	-	0	0	2	4	1	2	11	24	32	70	4.59
705	Spec.	Reading	2	-	-	0	0	0	0	1	50	0	0	1	50	4.00
810	M.Ed.	EDAS	70	-	-	0	0	0	0	4	6	20	29	46	66	4.60
810	Spec.	EDAS	8	-	-	0	0	0	0	1	13	3	38	4	50	4.38
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	1	8	11	92	4.92
815	M.Ed.	School Psy	11	1	9	0	0	0	0	1	9	4	36	5	46	4.55
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	0	0	4	24	13	77	4.76
855	M.Ed.	Spec Educ	14	-	-	0	0	1	7	0	0	3	21	10	71	4.57
	Totals		360	1	0	-	-	5	1	17	5	92	26	245	68	4.61

13. Has realistic personal expectations.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	–	–	0	0	1	5	1	5	5	26	12	63	4.47
200	M.Ed.	C.T.E.	29	–	–	1	3	0	0	2	7	11	38	15	52	4.34
268	M.Ed.	Media	9	–	–	0	0	0	0	1	11	5	56	3	33	4.22
270	M.Ed.	Elem Educ	54	–	–	0	0	0	0	2	4	12	22	40	74	4.70
380	M.Ed.	Guid & Coun	45	2	4	0	0	0	0	3	7	12	27	28	62	4.64
405 410	M.Ed.	HPER	24	–	–	0	0	0	0	1	4	9	38	14	58	4.54
705	M.Ed.	Reading	46	1	2	0	0	0	0	1	2	17	37	27	59	4.61
705	Spec.	Reading	2	–	–	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	–	–	0	0	0	0	2	3	16	23	52	74	4.71
810	Spec.	EDAS	8	–	–	0	0	0	0	1	13	5	63	2	25	4.13
810	Ph.D.	EDAS	12	–	–	0	0	0	0	0	0	3	25	9	75	4.75
815	M.Ed.	School Psy	11	–	–	0	0	0	0	1	9	2	18	8	73	4.64
825	M.Ed.	Sec Educ	17	1	6	0	0	0	0	0	0	3	18	13	77	4.88
855	M.Ed.	Spec Educ	14	–	–	0	0	1	7	0	0	5	36	8	57	4.43
	Totals		360	4	1	1	0	2	1	15	4	106	29	232	64	4.61

14. Has realistic expectations for those people around him/her - i.e., pupils, cohorts, administrators, etc.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	1	5	1	5	5	26	12	63	4.47
200	M.Ed.	C.T.E.	29	-	-	0	0	1	3	2	7	14	48	12	41	4.28
268	M.Ed.	Media	9	-	-	1	11	0	0	1	11	4	44	3	33	3.89
270	M.Ed.	Elem Educ	54	-	-	0	0	2	4	3	6	15	28	34	63	4.50
380	M.Ed.	Guid & Coun	45	2	4	0	0	1	2	2	4	11	24	29	64	4.64
405 410	M.Ed.	HPER	24	-	-	0	0	1	4	2	8	10	42	11	46	4.29
705	M.Ed.	Reading	46	-	-	0	0	1	2	2	4	14	30	29	63	4.54
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	-	-	0	0	1	1	5	7	20	29	44	63	4.53
810	Spec.	EDAS	8	-	-	0	0	0	0	0	0	4	50	4	50	4.50
810	Ph.D.	EDAS	12	-	-	0	0	0	0	1	8	3	25	8	67	4.58
815	M.Ed.	School Psy	11	-	-	0	0	0	0	2	18	3	27	6	55	4.36
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	1	6	6	35	10	59	4.53
855	M.Ed.	Spec Educ	14	-	-	0	0	1	7	0	0	7	50	6	43	4.29
	Totals		360	2	1	1	0	9	3	22	6	117	33	209	58	4.47

15. Expresses humor when appropriate.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	–	–	0	0	0	0	1	5	8	42	10	53	4.47
200	M.Ed.	C.T.E.	29	–	–	0	0	1	3	4	14	7	24	17	59	4.38
268	M.Ed.	Media	9	–	–	0	0	1	11	1	11	3	33	4	44	4.11
270	M.Ed.	Elem Educ	54	–	–	0	0	0	0	3	6	16	30	35	65	4.59
380	M.Ed.	Guid & Coun	45	2	4	0	0	0	0	0	0	15	33	28	62	4.71
405 410	M.Ed.	HPER	24	–	–	0	0	0	0	1	4	9	38	14	58	4.54
705	M.Ed.	Reading	46	–	–	0	0	2	4	4	9	9	20	31	68	4.50
705	Spec.	Reading	2	–	–	0	0	0	0	1	50	0	0	1	50	4.00
810	M.Ed.	EDAS	70	–	–	0	0	0	0	4	6	18	26	48	69	4.63
810	Spec.	EDAS	8	–	–	0	0	0	0	0	0	4	50	4	50	4.50
810	Ph.D.	EDAS	12	–	–	0	0	0	0	1	8	1	8	10	83	4.75
815	M.Ed.	School Psy	11	–	–	0	0	0	0	1	9	3	27	7	64	4.55
825	M.Ed.	Sec Educ	17	–	–	0	0	0	0	0	0	6	35	11	65	4.65
855	M.Ed.	Spec Educ	14	–	–	0	0	0	0	0	0	2	14	12	86	4.86
	Totals		360	2	1	–	–	4	1	21	6	101	28	232	64	4.58

16. Evaluates his/her performance and if needed makes appropriate changes.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	0	0	1	5	3	16	15	79	4.74
200	M.Ed.	C.T.E.	29	-	-	1	3	1	3	2	7	10	35	15	52	4.28
268	M.Ed.	Media	9	-	-	0	0	1	11	1	11	3	33	4	44	4.11
270	M.Ed.	Elem Educ	54	-	-	0	0	2	4	3	6	16	30	33	61	4.48
380	M.Ed.	Guid & Coun	45	2	4	0	0	1	2	0	0	14	31	28	62	4.67
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	3	13	11	46	10	42	4.29
705	M.Ed.	Reading	46	-	-	0	0	1	2	4	9	17	37	24	52	4.39
705	Spec.	Reading	2	-	-	0	0	0	0	1	50	0	0	1	50	4.00
810	M.Ed.	EDAS	70	-	-	0	0	2	3	2	3	15	21	51	73	4.64
810	Spec.	EDAS	8	-	-	0	0	0	0	1	13	2	25	5	63	4.50
810	Ph.D.	EDAS	12	-	-	0	0	0	0	0	0	3	25	9	75	4.75
815	M.Ed.	School Psy	11	-	-	0	0	0	0	1	9	2	18	8	73	4.64
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	1	6	7	41	9	53	4.47
855	M.Ed.	Spec Educ	14	-	-	0	0	1	7	1	7	3	21	9	64	4.43
	Totals		360	2	1	1	0	9	3	21	6	106	29	221	61	4.51

17. Conveys the impression of knowing what to do and how to do it.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	-	-	0	0	0	0	0	0	5	26	14	74	4.74
200	M.Ed.	C.T.E.	29	-	-	0	0	1	3	1	3	9	31	18	62	4.52
268	M.Ed.	Media	9	-	-	0	0	1	11	0	0	6	67	2	22	4.00
270	M.Ed.	Elem Educ	54	-	-	0	0	0	0	2	4	12	22	40	74	4.70
380	M.Ed.	Guid & Coun	45	2	4	0	0	0	0	1	2	8	18	34	76	4.82
405 410	M.Ed.	HPER	24	-	-	0	0	0	0	2	8	9	38	13	54	4.46
705	M.Ed.	Reading	46	-	-	0	0	0	0	0	0	17	37	29	63	4.63
705	Spec.	Reading	2	-	-	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	-	-	0	0	0	0	3	4	16	23	51	73	4.69
810	Spec.	EDAS	8	-	-	0	0	1	13	1	13	2	25	4	50	4.13
810	Ph.D.	EDAS	12	-	-	0	0	0	0	1	8	0	0	11	92	4.83
815	M.Ed.	School Psy	11	-	-	0	0	0	0	1	9	2	18	8	73	4.64
825	M.Ed.	Sec Educ	17	-	-	0	0	0	0	1	6	3	18	13	77	4.71
855	M.Ed.	Spec Educ	14	-	-	0	0	0	0	0	0	4	29	10	71	4.71
	Totals		360	2	1	-	-	3	1	13	4	94	26	248	69	4.65

18. Is respected by his/her colleagues.

Major			N	Omits		1		2		3		4		5		Mean
Code	Degree	Name		f	%	f	%	f	%	f	%	f	%	f	%	
162	M.Ed.	Business Educ	19	–	–	0	0	2	11	0	0	4	21	13	68	4.47
200	M.Ed.	C.T.E.	29	–	–	0	0	1	3	2	7	4	14	22	76	4.62
268	M.Ed.	Media	9	–	–	0	0	1	11	1	11	3	33	4	44	4.11
270	M.Ed.	Elem Educ	54	–	–	0	0	1	2	2	4	14	26	37	69	4.61
380	M.Ed.	Guid & Coun	45	2	4	0	0	0	0	1	2	8	18	34	76	4.82
405 410	M.Ed.	HPER	24	–	–	0	0	0	0	2	8	5	21	17	71	4.63
705	M.Ed.	Reading	46	–	–	1	2	1	2	2	4	12	26	30	65	4.50
705	Spec.	Reading	2	–	–	0	0	0	0	0	0	1	50	1	50	4.50
810	M.Ed.	EDAS	70	–	–	0	0	1	1	5	7	8	11	56	80	4.70
810	Spec.	EDAS	8	–	–	0	0	0	0	1	13	3	38	4	50	4.38
810	Ph.D.	EDAS	12	–	–	0	0	0	0	0	0	2	17	10	83	4.83
815	M.Ed.	School Psy	11	–	–	0	0	0	0	1	9	1	9	9	82	4.73
825	M.Ed.	Sec Educ	17	–	–	0	0	0	0	1	6	5	29	11	65	4.59
855	M.Ed.	Spec Educ	14	–	–	0	0	1	7	0	0	1	7	12	86	4.71
	Totals		360	2	1	1	0	8	2	18	5	71	20	260	72	4.63

Appendix 1

A Copy of the Questionnaire
Sent to a Sample of the
1976-80 Graduates of BGSU's
Advanced Programs in Education

(Appropriate "B" pages were inserted into specific questionnaires)

Bowling Green State University

College of Education
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

Spring, 1981

To: Graduates of the BGSU College
of Education Master's, Specialist's,
and Ph.D. Programs - for the
years 1976-80

Dear Advanced Graduate:

We are requesting your help in evaluating the degree program which you recently completed.

There are two major reasons why the College of Education is interested in your evaluation comments:

1. A desire to make revisions and improvements in program areas and functions where you indicate weaknesses exist, and
2. The National Council for the Accreditation of Teacher Education (NCATE), the national organization that accredits the College of Education and its degree programs, has recommended that all degree granting institutions survey their advanced graduates after they enter the professional roles for which they were prepared. Also NCATE demands data from the degree granting institutions related to the effectiveness of their graduates in performing their job responsibilities. In other words, in order for us to offer accredited programs, we must be able to demonstrate that we have performed follow-up evaluative studies of our graduates.

The attached questionnaire is being sent to the 1976-80 graduates of the 14 advanced programs offered by the College of Education. The questionnaire consists of 4 parts. Part A is asking for general information (name, degree, certification, etc.), Part B asks for your perceived growth and need for several competency areas related to your specific major, Part C asks for your evaluative perceptions related to other non-major courses/experiences and Part D asks for miscellaneous observations and a general summary.

In conclusion, we are respectfully asking that you take a few minutes within the next 10 days to two weeks to complete the questionnaire and then send it back to us in the enclosed postage free envelope. Remember, you will help us improve our programs and, additionally, help others by assuring that your institution and degree program remain accredited.

Please be assured that your responses will remain anonymous. Only summary tabulations by majors or other groupings will be presented to our faculty and to the accrediting agency. When your responses have been coded onto computer cards, this questionnaire will be destroyed. Under no circumstances will your individual responses or suggestions be known to any of our faculty or used unprofessionally.

We appreciate your consideration of this request. Thank you.

Sincerely yours,

Fred Pigge

Fred L. Pigge
Director, Educational Research
and Services

Foreword

This questionnaire is being sent to the recent graduates of the 14 advanced education programs offered at Bowling Green State University. The questionnaire has 4 parts: (A) General Information (same on all 14 sets of questionnaires) (B) Evaluative Input Regarding the Objectives of Your Specific Major (14 different sets of objectives; the elementary education graduate will receive a different "Part B" than will a school administrative/supervision graduate) (C) Evaluative Input Regarding "Non-Major" Courses and/or Experiences in Your Advanced Program (same on all 14 sets of questionnaires) and (D) Miscellaneous Observations and Summary (same on all 14 sets of questionnaires).

PART A -- GENERAL INFORMATION

Name ____________________ Social Security No. ____________________ (10-15)

Home Address ____
(street)

____
(city) (state) (zip code)

Occupation (or title) ____

Where? ____

____
(address)

____
(city) (state) (zip code)

1. What advanced degree and major did you recently earn at BGSU?

    1. M.Ed. in ____________________
    2. M.S. in ____________________
    3. Ed. Specialist in ____________________
    4. Ph.D. in Educational Administration/Supervision ____________________

2. In what year was the degree awarded? ____________________ (19-20)

3. Did your advanced studies qualify you for some type of a "new" professional certificate -- a certificate that if used would cause a change in your job title?

    ____ 1. Yes ____ 2. No (21)

4. If yes to #3, describe the new certificate for which you were qualified (e.g., superintendency, elementary principal, school psychologist, reading supervisor, etc.)

    ____ (22-23)

5. If yes to #3, are you at the present time holding a position that requires this certificate?

    ____ 1. Yes ____ 2. No (24)

6. Are you more or less employed in the same type of position as you were prior to the start of your advanced program?

    ____ 1. Yes ____ 2. No (25)

7. If No to #6, did the advanced degree have a bearing on your being employed in the new position?

    ____ 1. Yes ____ 2. No (26)

8. If Yes to #7, how did the advanced degree help you change positions?

    ____

    ____ (27)

9. Why did you decide to work toward an advanced degree? (Please rank as many responses as you desire -- "1" to indicate the primary reason, "2" to indicate the second reason, etc.).

(28) ______ a. To improve my teaching effectiveness.
(29) ______ b. To increase my salary.
(30) ______ c. To increase/broaden my knowledge.
(31) ______ d. To obtain a permanent teaching certificate.
(32) ______ e. To obtain tenure.
(33) ______ f. To obtain certificate for another position.
(34) ______ g. For enhanced prestige and status.
(35) ______ h. Other____________________

PART C
Evaluative Input Regarding "Non-Major" Courses and/or Experiences in Your Advanced Program

Most advanced degree programs provide for the acquisition of competencies other than those directly related to the specific major. Most of these other competencies, regardless of the higher degree granting institution, are characterized as being related to:

1. Study of research methods and findings
2. Multicultural education
3. Humanistic studies
4. Behavioral studies

The content exposures to multicultural education, humanistic, and behavioral studies take a multitude of different forms at Bowling Green State University. Some programs may require specific courses while other programs may, for example, choose to integrate these areas into established courses/seminars/field experiences within the content of the specialty or approach these areas via directed readings.

The graduates of all 14 of our advanced teacher-education programs are asked to complete this section of the questionnaire. Please indicate your perceived proficiency (prior to and also at the conclusion of our advanced program) for the listed competency areas. We are more concerned about your perceived growth (if any) in these areas than in how these competencies might have been developed.

Proficiency Prior to Start of Your Degree Program 1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	(Circle your perceived rating)	Proficiency at the End of Your Degree Program 1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	Do you feel this is a needed objective for the typical student completing your degree program? NO! no ? yes YES!	
1 2 3 4 5		1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1. Ability to understand the research literature in your specialty area.	1 2 3 4 5	1 2 3 4 5	(36-38)
1 2 3 4 5	2. Ability to explain and use common descriptive statistical concepts, such as mean, standard deviation, variance, correlation coefficient, etc.	1 2 3 4 5	1 2 3 4 5	(39-41)
1 2 3 4 5	3. Ability to explain the findings from and use common techniques of statistical inference, such as confidence intervals, z or t-ratios, etc.	1 2 3 4 5	1 2 3 4 5	(42-44)
1 2 3 4 5	4. Knowledge of literature search tools and ability to use them in locating literature related to a research problem.	1 2 3 4 5	1 2 3 4 5	(45-47)
1 2 3 4 5	5. Ability to evaluate critically the problems, designs, procedures, and results of research done by others.	1 2 3 4 5	1 2 3 4 5	(48-50)
1 2 3 4 5	6. Ability to design and conduct a research study that is likely to produce unequivocal findings.	1 2 3 4 5	1 2 3 4 5	(51-53)
1 2 3 4 5	7. Ability to function in differential cultural settings.	1 2 3 4 5	1 2 3 4 5	(54-56)
1 2 3 4 5	8. Ability to develop appropriate professional education strategies within the dynamics of diverse cultures.	1 2 3 4 5	1 2 3 4 5	(57-59)
1 2 3 4 5	9. Ability to work effectively with other teachers, specialists, administrators, students, parents and lay people, regardless of their value systems, race, age, sex, religion, socioeconomic status, etc.	1 2 3 4 5	1 2 3 4 5	(60-62)
	10. Ability to understand the effects that the following have had on the nature and aims of education, the curriculums, the organization and administration of a school system and the process of teaching and learning.			
1 2 3 4 5	A. Historical development of education	1 2 3 4 5	1 2 3 4 5	(63-65)
1 2 3 4 5	B. Philosophical issues and beliefs	1 2 3 4 5	1 2 3 4 5	(66-68)
1 2 3 4 5	C. Findings and methods in psychology, especially educational psychology	1 2 3 4 5	1 2 3 4 5	(69-71)
1 2 3 4 5	D. Findings and methods in areas such as sociology, anthropology, economics and political science.	1 2 3 4 5	1 2 3 4 5	(72-74)

2 183.
1 2 3 4 5 6 7 8 9

PART D

Miscellaneous Observations and Summary

(Circle your rating)	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
1. How do you feel about the quality of academic advising you received while a graduate student at B.G.S.U.?	5	4	3	2	1	(10)
2. Please rate the services of the Career and Placement Center in helping you find a job. (If you did not use the Center, place check here ( )	5	4	3	2	1	(11)
3. Please rate the materials and services of the library:						
a. Hours of accessibility	5	4	3	2	1	(12)
b. Holdings of the library for your area	5	4	3	2	1	(13)
c. Availability of materials	5	4	3	2	1	(14)
d. Usage regulations	5	4	3	2	1	(15)
e. Helpfulness of staff	5	4	3	2	1	(16)
4. Please rate the service offices of the University:						
a. Registrar (getting enrolled in courses, receiving grades, etc.)	5	4	3	2	1	(17)
b. Bursar (fee payments, etc.)	5	4	3	2	1	(18)
c. Graduate College (McFall Center)	5	4	3	2	1	(19)
d. Departmental Graduate Advisor or Office	5	4	3	2	1	(20)
5. Were you required to complete a field experience or internship while a graduate student? ____1. yes ____2. no						(21)
If yes, please rate the overall effect that this experience had on the breadth, depth and general worthwhileness of your advanced degree.	5	4	3	2	1	(22)
6. If "yes" to 5, please rate the quality of advising and/or tutelage you received from:						
a. The University	5	4	3	2	1	(23)
b. The people at the field site	5	4	3	2	1	(24)
7. In summary, please indicate your general evaluative reactions to:						
a. the graduate professors at BGSU	5	4	3	2	1	(25)
b. your graduate curriculum	5	4	3	2	1	(26)
c. the total graduate experience	5	4	3	2	1	(27)
8. I am a better teacher/leader because of the advanced program I recently completed. (Circle your response)	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	

9. In your advanced program, were you able to select a few experiences or courses of your own choosing? ____ yes: ____ no

10. On an attached page, please tell us how we can better prepare graduates in your major area. If possible give specific instructions.

11. Please feel free to expand on any of your previous ratings by using an attached page.

12. Please list immediate supervisor's name and work address. If you are a superintendent of schools or other top administrator, please list President of Board or some similar person.

____________________ Name
____________________ Building & Street
____________________ Title
____________________ City
__________ State
__________ Zip Code

We plan to select a sample of these supervisors and ask them to respond to questions about the Bowling Green State University curriculum and the comparative effectiveness of its graduates. Do we have your permission to include your supervisor in the pool of supervisors from which we will select a random sample? ____________________ Yes; ____________________ No

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3	_	_	_	4	1	1	6	2
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: BUSINESS EDUCATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency

Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program 5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient	Selected Competency Areas or Objectives of Your Program Your ability to:	Proficiency in the Competency Area at the End of Your Advanced Program 1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	Regardless of your answer above, denote your need for each objective or competency in your present employment 1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	1. Understand the history of business and/or distributive education and its relationship to current and projected trends.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Understand alternatives in teaching: programmed instruction, team teaching, disadvantaged and talented students, open classroom simulation, and career education.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Understand curricula for distributive and/or business education at the public comprehensive high school, vocational school, and private schools.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Understand administrative principles and practices in business and/or distributive education programs.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Keep current in occupational and educational changes.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Establish a personal and viable philosophy of business and/or distributive education.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Identify opportunities for professional growth and development.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Understand how the vocational business and office education and/or distributive education programs are organized at the secondary level.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Develop a research proposal.	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	10. Critically interpret research in business and/or distributive education.	1 2 3 4 5	1 2 3 4 5	(38)-(40)
5 4 3 2 1	11. Understand the organization and operation of word processing centers.	1 2 3 4 5	1 2 3 4 5	(41)-(43)
5 4 3 2 1	12. Help students understand their role as consumers in the American economy.	1 2 3 4 5	1 2 3 4 5	(44)-(46)

3	___	___	___	4	1	2	0	0
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: CAREER AND TECHNOLOGY EDUCATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program 5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient	Selected Competency Areas or Objectives of Your Program	Proficiency in the Competency Area at the End of Your Advanced Program 1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	Regardless of your answer above, denote your need for each objective or competency in your present employment 1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	1. Your knowledge of the principles, objectives, purposes and roles of various career education programs.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Your knowledge of the current practices, related theory, and the historical development of industrial and/or home economics education.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Your knowledge of the principles and procedures in evaluating programs.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Your knowledge of the principles and procedures in evaluating student growth.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Your knowledge of the principles and procedures in evaluating teacher behavior.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Your ability to apply the procedures related to #'s 3, 4, and 5 above.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Your competence for the interpretation, utilization or preparation and development of research information.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Your ability to critically analyze existing curriculum patterns or trends.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Your ability to cope with possible adoption problems relating to specific programs within career and technology education.	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	10. The knowledge and skills that you were exposed to while enrolled in the four or more courses of your area of concentration.	1 2 3 4 5	1 2 3 4 5	(38)-(40)

3				4	1	2	6	8
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: EDUCATIONAL MEDIA

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program extensive proficiency 5 more than adequate 4 adequate proficiency 3 limited proficiency 2 not proficient 1	**Selected Competency Areas or Objectives of Your Program** Your ability to and/or knowledge of:	**Proficiency in the Competency Area at the End of Your Advanced Program** not proficient 1 limited proficiency 2 adequate proficiency 3 more than adequate 4 extensive proficiency 5	**Regardless of your answer above, denote your need for each objective or competency in your present employment** not needed 1 little need 2 some need 3 moderate need 4 extensive need 5	
5 4 3 2 1	1. The purposes of a school library/media center.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Professionalism, as developed from exposure to segments of your master's degree, such as: professional ethics, journals, and associations.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. General reference tools and how to use them.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Critically evaluate, select, and order print and non-print materials for a school library/media center.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Organize materials in a school library/media center for efficient access and utilization.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Print and non-print materials suitable for various age and ability levels.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Employ audiovisual teaching techniques.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Plan and produce a variety of instructional materials to help students meet specific behavioral objectives.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Motivate pupils and teachers to utilize media.	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	10. Coordinate and supervise library/media programs within a school district.	1 2 3 4 5	1 2 3 4 5	(38)-(40)
5 4 3 2 1	11. Find and utilize pertinent research studies related to school media programs.	1 2 3 4 5	1 2 3 4 5	(41)-(43)
5 4 3 2 1	12. To prepare students to work with others (faculty and students) to effectively utilize instruction materials.	1 2 3 4 5	1 2 3 4 5	(44)-(46)
5 4 3 2 1	13. To prepare students to work with others (faculty and students) to plan and produce instructional materials to meet specific learning needs.	1 2 3 4 5	1 2 3 4 5	(47)-(49)
5 4 3 2 1	14. Function as a school library/media specialist.	1 2 3 4 5	1 2 3 4 5	(50)-(52)

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3 ___ ___ ___ 4 1 2 7 0
1 2 3 4 5 6 7 8 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: ELEMENTARY EDUCATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the **Need** section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes: ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program (extensive proficiency 5, more than adequate 4, adequate proficiency 3, limited proficiency 2, not proficient 1)	**Selected Competency Areas or Objectives of Your Program**	**Proficiency in the Competency Area at the End of Your Advanced Program** (not proficient 1, limited proficiency 2, adequate proficiency 3, more than adequate 4, extensive proficiency 5)	**Regardless of your answer above, denote your need for each objective or competency in your present employment** (not needed 1, little need 2, some need 3, moderate need 4, extensive need 5)	
5 4 3 2 1	**Your ability to:**	1 2 3 4 5	1 2 3 4 5	
5 4 3 2 1	1. Utilize foundations of American education through analyzing and synthesizing ideas from one of the following areas: (1) traditional and modern philosophies of education; (2) historical development of education; or (3) comparative educational systems.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
	2. Utilize the following concepts related to the design and development of curriculum in planning elementary school programs:			
5 4 3 2 1	(a) Scope	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	(b) Sequence	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	(c) Integration	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	(d) Continuity	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	(e) Evaluation	1 2 3 4 5	1 2 3 4 5	(26)-(28)
	3. Apply principles from the following areas during the process of curriculum development:			
5 4 3 2 1	(a) Human growth and development	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	(b) Social forces	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	(c) Philosophy	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	(d) Research	1 2 3 4 5	1 2 3 4 5	(38)-(40)
5 4 3 2 1	(e) History of education or history of specific subject areas.	1 2 3 4 5	1 2 3 4 5	(41)-(43)
5 4 3 2 1	4. Show a functional knowledge of several theoretical frameworks for understanding and interpreting human development through the life span (e.g., Erikson's psychosocial theory and Piaget's cognitive theory) and apply these theories to teaching elementary school-age children.	1 2 3 4 5	1 2 3 4 5	(44)-(46)
5 4 3 2 1	5. Identify the roles which teachers and schools might play in various aspects of child and adolescent development and your knowledge and ability to apply strategies for facilitating the development.	1 2 3 4 5	1 2 3 4 5	(47)-(49)
	6. Demonstrate knowledge and thinking of current writers in such areas as:			
5 4 3 2 1	(a) Moral development	1 2 3 4 5	1 2 3 4 5	(50)-(52)
5 4 3 2 1	(b) Aggressive behavior	1 2 3 4 5	1 2 3 4 5	(53)-(55)
5 4 3 2 1	(c) Motivation	1 2 3 4 5	1 2 3 4 5	(56)-(58)
5 4 3 2 1	(d) Language development	1 2 3 4 5	1 2 3 4 5	(59)-(61)

188.
3 _ _ _ 4 1 3 8 0
1 2 3 4 5 6 7 8 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: GUIDANCE AND COUNSELING

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program	Selected Competency Areas or Objectives of Your Program	Proficiency in the Competency Area at the End of Your Advanced Program	Regardless of your answer above, denote your need for each objective or competency in your present employment	
5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient		1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	1. Awareness of your personal system of beliefs, values, and attitudes and how they affect your interpersonal relationships with others.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Congruent and genuine behavior wherein you consistently present yourself honestly to yourself and others.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Ability to maintain an appropriate objectivity when involved with others.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Knowledge of the major counseling theories and how they relate to the behavior of individuals and groups.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Ability to identify, describe, and use specific counseling behaviors which are helpful to clients in problem solving.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Understanding of the leader and group member behaviors that facilitate learning and growth in counseling groups.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Ability to develop and implement an organized group counseling program.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Understanding and acceptance of the ethical standards of the profession and how they relate to counseling relationship and practices.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Knowledge of major theories of career development and how they relate to career development procedures.	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	10. Understanding of the career decision-making process and the ability to use it with clients.	1 2 3 4 5	1 2 3 4 5	[illegible]-(40)
5 4 3 2 1	11. Knowledge of materials, assessment tools, and sources of information useful in career guidance.	1 2 3 4 5	1 2 3 4 5	(41)-(43)
5 4 3 2 1	12. Ability to design and implement a career development program in a school or agency.	1 2 3 4 5	1 2 3 4 5	(44)-(46)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program extensive proficiency (5) more than adequate (4) adequate proficiency (3) limited proficiency (2) not proficient (1)	Selected Competency Areas or Objectives of Your Program	Proficiency in the Competency Area at the End of Your Advanced Program not proficient (1) limited proficiency (2) adequate proficiency (3) more than adequate (4) extensive proficiency (5)	Denote your need for each objective or competency in your present employment not needed (1) little need (2) some need (3) moderate need (4) extensive need (5)	
5 4 3 2 1	13. Knowledge of consultation models and procedures.	1 2 3 4 5	1 2 3 4 5	(47)-(49)
5 4 3 2 1	14. Ability to initiate and maintain a consulting relationship with a teacher, a parent, or another professional.	1 2 3 4 5	1 2 3 4 5	(50)-(52)
5 4 3 2 1	15. Ability to design and implement an organized consultation program with a group of teachers or parents.	1 2 3 4 5	1 2 3 4 5	(53)-(55)
5 4 3 2 1	16. Knowledge of the physical, mental, and emotional characteristics of the age group with whom you work.	1 2 3 4 5	1 2 3 4 5	(56)-(58)
5 4 3 2 1	17. Ability to select, administer, and score a variety of group tests and other appraisal instruments.	1 2 3 4 5	1 2 3 4 5	(59)-(61)
5 4 3 2 1	18. Ability to interpret and synthesize data from group and individual tests and nontest scores.	1 2 3 4 5	1 2 3 4 5	(62)-(64)
5 4 3 2 1	19. Ability to communicate to clients and appropriate others the results and implications of data from test and nontest scores.	1 2 3 4 5	1 2 3 4 5	(65)-(67)
5 4 3 2 1	20. Ability to describe the philosophy, objectives, and services of a comprehensive guidance program.	1 2 3 4 5	1 2 3 4 5	(68)-(70)
5 4 3 2 1	21. Ability to recognize when clients need to be referred to other professionals.	1 2 3 4 5	1 2 3 4 5	(71)-(73)
5 4 3 2 1	22. Knowledge of school and community referral sources and their services.	1 2 3 4 5	1 2 3 4 5	(74)-(76)
5 4 3 2 1	23. Ability to identify strengths and weaknesses in a guidance program based on research data and to suggest appropriate action for improvement where needed.	1 2 3 4 5	1 2 3 4 5	(77)-(79)

Please feel free to use this space for your responses to items 10 and 11 in Part D.

3				4	1	4	0	5
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: HEALTH, PHYSICAL EDUCATION AND/OR RECREATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes: ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program	**Selected Competency Areas or Objectives of Your Program**	**Proficiency in the Competency Area at the End of Your Advanced Program**	**Regardless of your answer above, denote your need for each objective or competency in your present employment**	
extensive proficiency 5 more than adequate 4 adequate proficiency 3 limited proficiency 2 not proficient 1		not proficient 1 limited proficiency 2 adequate proficiency 3 more than adequate 4 extensive proficiency 5	not needed 1 little need 2 some need 3 moderate need 4 extensive need 5	
5 4 3 2 1	Your ability to:	1 2 3 4 5	1 2 3 4 5	
5 4 3 2 1	1. Apply the advanced skills and theoretical knowledge of health or physical education or recreation.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Analyze critically and make interpretations/applications of professional literature.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Identify and utilize school and community resources for the betterment of your program.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Identify and utilize the appropriate theoretical and philosophical foundations when working with youth and/or adults from special populations.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Integrate the knowledges/skills gained in health or physical education or recreation with those of other subject areas.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Help your students integrate the knowledges/skills gained in health or physical education or recreation with those of other subject areas.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Demonstrate an awareness of cultural patterns, social procedures and other psycho-social aspects of physical activity and sport upon health or physical education or recreation.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Apply various research tools and techniques.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Demonstrate an awareness of current critical issues within the disciplines and to discover rational solutions to these problems.	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	10. Communicate verbally and in writing.	1 2 3 4 5	1 2 3 4 5	(38)-(40)
5 4 3 2 1	11. Articulate a philosophy of education and physical education.	1 2 3 4 5	1 2 3 4 5	(41)-(43)

191.
3 _ _ _ 4 1 7 0 5
1 2 3 4 5 6 7 8 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: MASTER'S DEGREE IN READING

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also **at the end** of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the **Need** section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program	Selected Competency Areas or Objectives of Your Program	Proficiency in the Competency Area at the End of Your Advanced Program	Regardless of your answer above, denote your need for each objective or competency in your present employment	
extensive proficiency more than adequate adequate proficiency limited proficiency not proficient 5 4 3 2 1	**Your ability to and/or knowledge of:**	extensive proficiency more than adequate adequate proficiency limited proficiency not proficient 1 2 3 4 5	not needed little need some need moderate need extensive need 1 2 3 4 5	
5 4 3 2 1	1. Developmental reading (word attack skills, vocabulary, comprehension, speed and reading interests) in elementary, middle and secondary schools.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. The components of a total reading program, including the sequence of skills from readiness to critical reading, and of research based methods for teaching them.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. The various approaches and philosophies of teaching reading, along with understanding of their historical background, strengths and weaknesses.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Diagnose reading problems including administering, scoring and interpreting selected tests and informal screening measures.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. The probable causes of language, learning and reading disabilities and their concomitant effects.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Prescriptive methods and materials for treating language, learning and reading disabilities.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Plan and execute a prescriptive remedial program designed for children with language and reading problems.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Write a case study report which explains diagnostic hypotheses and a program of remediation.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Evaluate the outcomes of a prescriptive remedial program by writing a reading evaluation report.	1 2 3 4 5	1 2 3 4 5	(35)-(37)

3				5	1	7	0	5
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: SPECIALIST DEGREE IN READING

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program 5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient	Selected Competency Areas or Objectives of Your Program Your ability to and/or knowledge of:	Proficiency in the Competency Area at the End of Your Advanced Program 1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	Regardless of your answer above, denote your need for each objective or competency in your present employment 1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	1. An advanced understanding of content reading concepts, critical reading and specialized reading/study skills (use of textbooks, library information, and speed reading) as it relates to secondary and junior college reading programs.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Plan a reading program or modify an existing reading program.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. The leadership skills for the coordination of a reading program.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Critically evaluate descriptive and research reports within a taxonomy based on the IRA *Reading Research Quarterly*.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Investigate and evaluate research dealing with significant problems and concerns related to the teaching of reading.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. A variety of diagnostic and evaluative instruments used in and related to the teaching of reading.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Diagnose and remediate the reading needs of a disabled reader.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Demonstrate the skills needed to discharge the duties of a reading consultant, or a reading clinic teacher, or a university methods teacher, or a college developmental reading teacher, or any other appropriate position in an approved educational setting.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Plan and execute a research project based in some area of reading.	1 2 3 4 5	1 2 3 4 5	(35)-(37)

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1 2 3 4 5 6 7 8 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the **Need** section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program extensive proficiency (5) more than adequate (4) adequate proficiency (3) limited proficiency (2) not proficient (1)	Selected Competency Areas or Objectives of Your Program Your ability to:	Proficiency in the Competency Area at the End of Your Advanced Program not proficient (1) limited proficiency (2) adequate proficiency (3) more than adequate (4) extensive proficiency (5)	Regardless of your answer above, denote your need for each objective or competency in your present employment not needed (1) little need (2) some need (3) moderate need (4) extensive need (5)	
5 4 3 2 1	1. Discuss and compare various types of school organization in elementary and secondary schools.	1 2 3 4 5	1 2 3 4 5	(11)-(1
5 4 3 2 1	2. Discuss, compare, and contrast various styles of leadership behavior.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Discuss the administration of special services and programs in elementary and secondary schools.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Discuss principles which are related to improved school and community relations.	1 2 3 4 5	1 2 3 4 5	(20)-(22
5 4 3 2 1	5. Show that you possess the fundamental skills, knowledges, and practices in administration as related to the functions of an educational leader, such as a principal, supervisor, public relations agent, office manager, etc.	1 2 3 4 5	1 2 3 4 5	(23)-(25
5 4 3 2 1	6. Demonstrate knowledge and skills related to basic principles of supervision applied to instructional problems in elementary, middle or junior high, and high schools.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Demonstrate knowledge of the supervising functions of the superintendent, principal, and supervisor.	1 2 3 4 5	1 2 3 4 5	(29)-(31
5 4 3 2 1	8. Demonstrate competencies and skills related to working effectively with people in the school and community.	1 2 3 4 5	1 2 3 4 5	(32)-(34
5 4 3 2 1	9. Demonstrate that you are familiar with the responsibilities and tasks associated with the position of supervisor or principal as stated by the Office of Certification of the Ohio State Department of Education.	1 2 3 4 5	1 2 3 4 5	(35)-(37

194.
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1 2 3 4 5 6 7 8 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: PH.D. DEGREE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program extensive proficiency 5 more than adequate 4 adequate proficiency 3 limited proficiency 2 not proficient 1	**Selected Competency Areas or Objectives of Your Program** Your ability to:	**Proficiency in the Competency Area at the End of Your Advanced Program** not proficient 1 limited proficiency 2 adequate proficiency 3 more than adequate 4 extensive proficiency 5	**Regardless of your answer above, denote your need for each objective or competency in your present employment** not needed 1 little need 2 some need 3 moderate need 4 extensive need 5	
5 4 3 2 1	1. Demonstrate knowledge and/or skills in management strategies, such as: power structure analysis; community relations programming; strategic personnel; courts and school policy making; adaptations of technology to administration; and accountability planning.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Demonstrate knowledge of topics in Higher Education (post-secondary) Administration and supervision, such as: current problems, purposes, practices, curricula, supervision, organization and administration of post-secondary institutions.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Demonstrate knowledge of the theory, principles, and practices of teaching at the college/university level.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Demonstrate knowledge of the background and underlying bases for the theoretical construction of administration from government, business, industry, and educational sources.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Demonstrate knowledge of the functions and processes, applying administrative theories and concepts, and relating knowledge from diverse and interdisciplinary specializations.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Demonstrate the practical knowledges/skills and experiences you received from the internship or field experiences.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Design and conduct research studies.	1 2 3 4 5	1 2 3 4 5	(29)-(31)

3				5	1	8	1	0
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: SPECIALIST DEGREE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No

(10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program
5 extensive proficiency
4 more than adequate
3 adequate proficiency
2 limited proficiency
1 not proficient

Selected Competency Areas or Objectives of Your Program

Proficiency in the Competency Area at the End of Your Advanced Program
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

Regardless of your answer above, denote your need for each objective or competency in your present employment
1 not needed
2 little need
3 some need
4 moderate need
5 extensive need

Prior	Your ability to:	End	Need	
5 4 3 2 1	1. Demonstrate knowledge of school board operations, issues, relationships, problems, legal bases, and roles in the leadership and management of schools and education.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Demonstrate knowledge of statutes and judicial decisions of federal and state governments which affect schools.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Demonstrate knowledge of the legal authority, powers, and liabilities of school personnel; especially in areas such as legal controls, limitation of school finance, curriculum, property, etc.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Demonstrate knowledge and skills related to financing public education, with emphasis on sources of support, method of distribution, and problems and issues involved in school finance matters.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Demonstrate knowledge and skills related to school plant planning, especially these areas: federal-state-local relationships, criteria for selection and development of school sites, relationships between educational programs and architectural characteristics of school buildings, evaluation of school plants, and study of modernization versus replacement.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Demonstrate knowledge and skills in the area of school personnel administration, especially in these areas: budget preparation and execution; management of internal accounts; record keeping; purchase, distribution and management of supplies; operation and maintenance of the school plant; auxiliary services; etc.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	8. Demonstrate knowledge of the role and function of the school superintendent, with particular emphasis on: relationship of superintendent to school board; staff organizations, personnel administration, and contemporary issues in relation to public policy.	1 2 3 4 5	1 2 3 4 5	(29)-(31)

3				4	1	8	1	5
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: SCHOOL PSYCHOLOGY

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency

Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program (5 extensive proficiency, 4 more than adequate, 3 adequate proficiency, 2 limited proficiency, 1 not proficient)	**Selected Competency Areas or Objectives of Your Program**	**Proficiency in the Competency Area at the End of Your Advanced Program** (1 not proficient, 2 limited proficiency, 3 adequate proficiency, 4 more than adequate, 5 extensive proficiency)	**Regardless of your answer above, denote your need for each objective or competency in your present employment** (1 not needed, 2 little need, 3 some need, 4 moderate need, 5 extensive need)	
5 4 3 2 1	Your ability to:	1 2 3 4 5	1 2 3 4 5	
5 4 3 2 1	1. Understand and utilize counseling skills.	1 2 3 4 5	1 2 3 4 5	(11-13)
	2. Conduct in-service education by:			
5 4 3 2 1	a. conducting needs assessment of school staff	1 2 3 4 5	1 2 3 4 5	(14-16)
5 4 3 2 1	b. developing a plan for conducting in-service	1 2 3 4 5	1 2 3 4 5	(17-19)
5 4 3 2 1	c. conducting in-service for school personnel	1 2 3 4 5	1 2 3 4 5	(20-22)
5 4 3 2 1	d. evaluating efficacy of in-service experience	1 2 3 4 5	1 2 3 4 5	(23-25)
5 4 3 2 1	3. Lead a parent education group.	1 2 3 4 5	1 2 3 4 5	(26-28)
5 4 3 2 1	4. Act as a change agent to promote educational innovation projects.	1 2 3 4 5	1 2 3 4 5	(29-31)
5 4 3 2 1	5. Use appropriate interpersonal relationship skills such as responsibility, rapport, cooperation, motivation, and empathy.	1 2 3 4 5	1 2 3 4 5	(32-34)
	6. Demonstrate skills in assessment, such as:			
5 4 3 2 1	a. review of school records	1 2 3 4 5	1 2 3 4 5	(35-37)
5 4 3 2 1	b. interviewing children, teachers, and parents	1 2 3 4 5	1 2 3 4 5	(38-40)
5 4 3 2 1	c. observation	1 2 3 4 5	1 2 3 4 5	(41-43)
5 4 3 2 1	d. testing (formal and informal)	1 2 3 4 5	1 2 3 4 5	(44-46)
5 4 3 2 1	7. Plan and implement intervention strategies for individual child study cases.	1 2 3 4 5	1 2 3 4 5	(47-49)
	8. Conduct child study follow-up by:			
5 4 3 2 1	a. discussing intervention strategies with teachers	1 2 3 4 5	1 2 3 4 5	(50-52)
5 4 3 2 1	b. evaluating effectiveness of strategies	1 2 3 4 5	1 2 3 4 5	(53-55)
5 4 3 2 1	c. modifying strategies	1 2 3 4 5	1 2 3 4 5	(56-58)
	9. Perform structured consultation/total classroom, such as:			
5 4 3 2 1	a. consulting with teacher to define problem areas	1 2 3 4 5	1 2 3 4 5	(59-61)
5 4 3 2 1	b. analyzing classroom ecology	1 2 3 4 5	1 2 3 4 5	(62-64)
5 4 3 2 1	c. with teacher, planning appropriate strategies or activities	1 2 3 4 5	1 2 3 4 5	(65-67)
5 4 3 2 1	d. implementing or supervising implementation of strategies/activities	1 2 3 4 5	1 2 3 4 5	(68-70)
5 4 3 2 1	e. evaluating and modifying strategies/activities	1 2 3 4 5	1 2 3 4 5	(71-73)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program	**Selected Competency Areas or Objectives of Your Program**	**Proficiency in the Competency Area at the End of Your Advanced Program**	**Denote your need for each objective or competency in your present employment**	
5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient		1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	Your ability to:	1 2 3 4 5	1 2 3 4 5	
	10. Use consultation skills:			
5 4 3 2 1	a. with teachers	1 2 3 4 5	1 2 3 4 5	(10-12)
5 4 3 2 1	b. with administrators	1 2 3 4 5	1 2 3 4 5	(13-15)
5 4 3 2 1	c. with other school personnel	1 2 3 4 5	1 2 3 4 5	(16-18)
5 4 3 2 1	d. with parents	1 2 3 4 5	1 2 3 4 5	(19-21)
5 4 3 2 1	e. with community resource personnel	1 2 3 4 5	1 2 3 4 5	(22-24)
	11. Demonstrate skills in specialized competencies such as:			
5 4 3 2 1	a. classroom learning environment analysis	1 2 3 4 5	1 2 3 4 5	(25-27)
5 4 3 2 1	b. implementing or supervising plans to enhance classroom learning environment	1 2 3 4 5	1 2 3 4 5	(28-30)
5 4 3 2 1	c. participating in preschool/kindergarten screening	1 2 3 4 5	1 2 3 4 5	(31-33)
5 4 3 2 1	d. organizing and implementing preschool/kindergarten screening	1 2 3 4 5	1 2 3 4 5	(34-36)
5 4 3 2 1	e. organizing and implementing tutoring progam	1 2 3 4 5	1 2 3 4 5	(37-39)
5 4 3 2 1	f. training teachers in mastery learning, prescriptive teaching, informal assessment techniques, and/or learning centers	1 2 3 4 5	1 2 3 4 5	(40-42)
5 4 3 2 1	g. training teachers in the staff-teaming process	1 2 3 4 5	1 2 3 4 5	(43-45)
5 4 3 2 1	h. personal development of low incidence assessment skills	1 2 3 4 5	1 2 3 4 5	(46-48)
5 4 3 2 1	i. consulting with school personnel for secondary school programs	1 2 3 4 5	1 2 3 4 5	(49-51)
5 4 3 2 1	j. staff development	1 2 3 4 5	1 2 3 4 5	(52-54)
5 4 3 2 1	k. inservice to teachers relative to implementation of PL94-142.	1 2 3 4 5	1 2 3 4 5	(55-57)
5 4 3 2 1	l. construction criterion referenced tests	1 2 3 4 5	1 2 3 4 5	(58-60)
5 4 3 2 1	m. organizing substance abuse/drug prevention and counseling programs	1 2 3 4 5	1 2 3 4 5	(61-63)
5 4 3 2 1	12. Demonstrate appropriate written communication skills.	1 2 3 4 5	1 2 3 4 5	(64-66)
	13. Demonstrate being a professional school psychologist by:			
5 4 3 2 1	a. maintaining ethical behavior	1 2 3 4 5	1 2 3 4 5	(67-69)
5 4 3 2 1	b. continuing professional growth by participating in inservice workshops, continuing education programs (OSPA, CEC, etc.), etc.	1 2 3 4 5	1 2 3 4 5	(70-72)
	14. Demonstrate support of professional organizations by:			
5 4 3 2 1	a. joining local, state, national school psychology organizations	1 2 3 4 5	1 2 3 4 5	(73-75)
5 4 3 2 1	b. attending professional meetings at the local, state, and national level.	1 2 3 4 5	1 2 3 4 5	(76-78)

3				4	1	8	2	5
1	2	3	4	5	6	7	8	9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: SECONDARY EDUCATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area prior to the start of the advanced program and also at the end of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the Need section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes: ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program 5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient	**Selected Competency Areas or Objectives of Your Program** Your ability to:	**Proficiency in the Competency Area at the End of Your Advanced Program** 1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	**Regardless of your answer above, denote your need for each objective or competency in your present employment** 1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	1. Investigate various teaching strategies appropriate for the secondary classroom.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Develop a rationale for teaching one's chosen area of certification.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Apply basic curriculum principles to the design of junior high, middle school and high school curriculum.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Understand the history, philosophy, and social forces that led to the present structure of the American secondary school.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Identify the major physical, emotional, social and intellectual changes in the adolescent.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Suggest changes which could be made in school settings to accommodate the developmental changes of the adolescent.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Demonstrate an understanding of the foundations of American education through an analysis of one of the following areas: (1) traditional and modern philosophies of education; (2) historical development of education; or (3) comparative educational systems.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Apply principles of human growth and development, social forces, philosophy, research and history to the process of curriculum development.	1 2 3 4 5	1 2 3 4 5	(32)-(34)

3 | 4 1 8 5 5
1 2 3 4 5 6 7 8 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: OBJECTIVES FOR SPECIAL EDUCATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the **area prior to** the start of the advanced program and also **at the end** of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the **Need** section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have need for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program 5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient	**Selected Competency Areas or Objectives of Your Program** **Your ability to:**	**Proficiency in the Competency Area at the End of Your Advanced Program** 1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	**Regardless of your answer above, denote your need for each objective or competency in your present employment** 1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	1. Select, administer, and interpret informal and formal diagnostic and assessment tools in order to plan an appropriate educational program for the special education student.	1 2 3 4 5	1 2 3 4 5	(11-13)
5 4 3 2 1	2. Write an IEP based on assessment information collected by a multidisciplinary team.	1 2 3 4 5	1 2 3 4 5	(14-16)
5 4 3 2 1	3. Evaluate the impact of instruction on student behavior.	1 2 3 4 5	1 2 3 4 5	(17-19)
5 4 3 2 1	4. Utilize appropriate interpersonal communication skills for facilitating interaction with other professionals and with parents.	1 2 3 4 5	1 2 3 4 5	(20-22)
5 4 3 2 1	5. Effectively employ the diagnostic prescriptive teaching model to effectively teach the special education student.	1 2 3 4 5	1 2 3 4 5	(23-25)
5 4 3 2 1	6. Organize appropriate instructional programs in alternative classroom environments such as the resource room, self-contained unit, and the regular classroom or a combination thereof in order to respond to each student's needs.	1 2 3 4 5	1 2 3 4 5	(26-28)
5 4 3 2 1	7. Design and implement appropriate social and behavioral programming based on different theoretical models such as in order to meet the special student's needs.	1 2 3 4 5	1 2 3 4 5	(29-31)
5 4 3 2 1	8. Identify the mandate of PL 94-142 and house Bill 455, Section 504, of the Vocational Rehabilitation Act and select or create strategies for their implementation in the local educational agency.	1 2 3 4 5	1 2 3 4 5	(32-34)

Proficiency in the Competency Area Prior to the Start of Your Advanced Program	Selected Competency Areas or Objectives of Your Program	Proficiency in the Competency Area at the End of Your Advanced Program	Denote your need for each objective or competency in your present employment	
extensive proficiency 5 more than adequate 4 adequate proficiency 3 limited proficiency 2 not proficient 1	Your ability to:	not proficient 1 limited proficiency 2 adequate proficiency 3 more than adequate 4 extensive proficiency 5	not needed 1 little need 2 some need 3 moderate need 4 extensive need 5	
5 4 3 2 1	9. Recognize the need for continued professional growth and identify opportunities which promote professional growth.	1 2 3 4 5	1 2 3 4 5	(35-37)
5 4 3 2 1	10. Demonstrate appropriate ethical behavior related to all facets of the teaching profession.	1 2 3 4 5	1 2 3 4 5	(38-40)
5 4 3 2 1	11. Identify current issues related to the discipline of special education.	1 2 3 4 5	1 2 3 4 5	(41-43)
5 4 3 2 1	12. Demonstrate the knowledge, skills, and experiences you received from you practicum experience.	1 2 3 4 5	1 2 3 4 5	(44-46)
5 4 3 2 1	13. Design research studies and evaluate research reported in professional journals.	1 2 3 4 5	1 2 3 4 5	(47-49)
5 4 3 2 1	14. Select and implement an appropriate curriculum from various theoretical models.	1 2 3 4 5	1 2 3 4 5	(50-52)

Please feel free to use this space for your responses to items 10 and 11 in Part D.

Appendix 2

A Copy of the Questionnaire
Completed by the Supervisors of
The Advanced Graduates

Bowling Green State University

College of Education
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

May, 1981

MEMORANDUM

TO: Immediate Supervisors of Recent Graduates of the Advanced Education Programs (Master's, Specialists, Ph.D.) of Bowling Green State University

FROM: Fred L. Pigge, Director, Educational Research & Services Fred Pigge

SUBJECT: On-the-Job Performance of Our Recent Graduates

The purpose of this correspondence is succinctly summarized on page 18 of NCATE's Standards for the Accreditation of Teacher Education:

> "The ultimate criterion for judging advanced programs is whether they produce graduates who enter the profession and perform effectively."

NCATE (National Council for Accreditation of Teacher Education) is the national accrediting agency for the teacher education programs at B.G.S.U. At periodic intervals we survey the immediate supervisors of the recent graduates of our advanced programs to collect data indicating whether our graduates are "performing effectively." In this manner, we do have data on hand that relate to the performance of our graduates when the NCATE examination team comes on campus to determine whether our various programs should remain accredited.

The person whose name is listed at the top of the attached form has either given us permission to contact you or he/she has personally forwarded this form to you for possible completion.

We respectfully ask that you complete within the next few days the attached form relating to the on-the-job performance of our graduate and mail it to us in the provided postage-free envelope.

Please be assured that your responses will remain anonymous. Only summary tabulations by majors or other groupings will be presented to our faculty and to the accrediting agency. Under NO circumstances will YOUR individual responses be known to the graduate or to any of our faculty or used in any manner that is unprofessional.

We appreciate your consideration of this request. Thank you.

FLP/mjp

An Appraisal of the Job Performance of a Recent Graduate of an Advanced Program at B.G.S.U.

Name of Graduate:

Note: This questionnaire is composed of two parts. Part A attempts to gather data on the placement of the graduate and a total overall rating of his/her effectiveness. Part B asks you to rate the individual on his/her achievements in several general competency areas.

Part A - General Information

1. What is the job title of the above named person (i.e., elementary teacher, reading teacher, guidance counselor, HPE teacher, secondary principal, superintendent, etc.)?

____

2. What is your work relationship to the person (i.e., his/her principal, president of his/her school board, etc.)?

____

3. Approximately how many years have you worked with the individual?

______________ years

4. Considering the individual's total effectiveness in performing the duties related to his/her job title/description, the individual rates: (please check one)

1	2	3	4	5	6	7
Extremely Weak	Weak	Below Average	Average	Above Average	Strong	Extremely Strong

Part B

Fulfillment of Selected Job Competencies

Presented below and on the following page are several competencies of successful professionals. Please use the following coded descriptions to rate the person whose name was presented at top of this form. (Just circle the appropriate numeral.)

5 - A very accurate description of the person's general performance
4 - Somewhat acccurate
3 - Neither accurate nor inaccurate
2 - Somewhat inaccurate
1 - Very inaccurate description of the person's general performance

	Very Accurate	Somewhat Accurate	Neither Accurate Nor Inacccurate	Somewhat Inaccurate	Very Inaccurate
1. Demonstrates skills/knowledge/expertise in his/her field of endeavor.	5	4	3	2	1
2. Evidences fairness, tact, compassion and good judgement in dealing with others.	5	4	3	2	1
3. Demonstrates enthusiasm for his/her job.	5	4	3	2	1
4. Is an effective communicator.	5	4	3	2	1
5. Selects and/or accomplishes appropriate professional goals and objectives.	5	4	3	2	1
6. Demonstrates ability to work with individuals, small groups, and large groups.	5	4	3	2	1
7. Is a loyal and dependable employee.	5	4	3	2	1
8. Works cooperatively and effectively with teachers, specialists, administrators, students, and parents, regardless of their value system, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1
9. Follows the policies and procedures of the school district or the institution.	5	4	3	2	1
10. Demonstrates ethical behavior.	5	4	3	2	1
11. Participates in professional growth activities, such as additional courses, workshops, conferences, etc.	5	4	3	2	1
12. Possesses and exhibits a personal and viable philosophy of life/education.	5	4	3	2	1

	Very Accurate	Somewhat Accurate	Neither Accurate Nor Inacccurate	Somewhat Inaccurate	Very Inaccurate
13. **Has realistic personal expectations.**	5	4	3	2	1
14. **Has realistic expectations for those people around him/her - i.e., pupils, cohorts, administrators, etc.**	5	4	3	2	1
15. **Expresses humor when appropriate.**	5	4	3	2	1
16. **Evaluates his/her performance and if needed makes appropriate changes.**	5	4	3	2	1
17. **Conveys the impression of knowing what to do and how to do it.**	5	4	3	2	1
18. **Is respected by his/her colleagues.**	5	4	3	2	1